DOCUMENT RESUME

ED 319 463 JC 900 313

TITLE	Annual Report of the Intersegmental Coordinating Council to the California Education Round Table.
INSTITUTION	Intersegmental Coordinating Council, Sacramento, CA.
PUB DATE	Nov 89
NOTE	72p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Articulation (Education); *College School Cooperation; Community Colleges; Curriculum Development; Curriculum Evaluation; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Intercollegiate Cooperation; Outreach Programs; *Statewide Planning; Teaching Skills; Transfer Policy; Transfer Programs; Two Year Colleges
IDENTIFIERS	*California

ABSTRACT

The 1989 annual report of the Intersegmental Coordinating Council to the California Education Round Table was compiled as a report on the status of intersegmental cooperation and as part of an effort to develop consensus on critical issues confronting the educational systems and on intersegmental strategies to approach those issues. The report is divided into committee reports discussing the issues of improvement of teaching, curriculum and assessment, outreach and student preparation, and transfer and articulation. Reports from the intersegmental committee of the academic senates and the intersegmental budget task force are also included. In the process of developing the report, the following needs were identified: (1) greater attention to retention and student progress at all academic levels; (2) intersegmental cooperation to build the pool of well-qualified students, especially underrepresented students, who are interested in teaching careers; (3) stronger and more extensive discipline-based, regional partnerships throughout the state to bring faculty from the various segments together to discuss curricular and pedagogical issues; (4) formal transfer agreements, mechanisms, and support services to facilitate and encourage transfer from community colleges to four year institutions, with emphasis on underrepresented students; (5) new models for assistance to low performing schools; (6) new pedagogical approaches to provide effective education for an ethnically and culturally diverse student body; (7) enlistment of parental and community aid to reach out to underprepared students; and (8) greater higher education involvement with the K-12 system in order to assist schools in strengthening curriculum and instruction. Lists of committee members are attached. (WJT)

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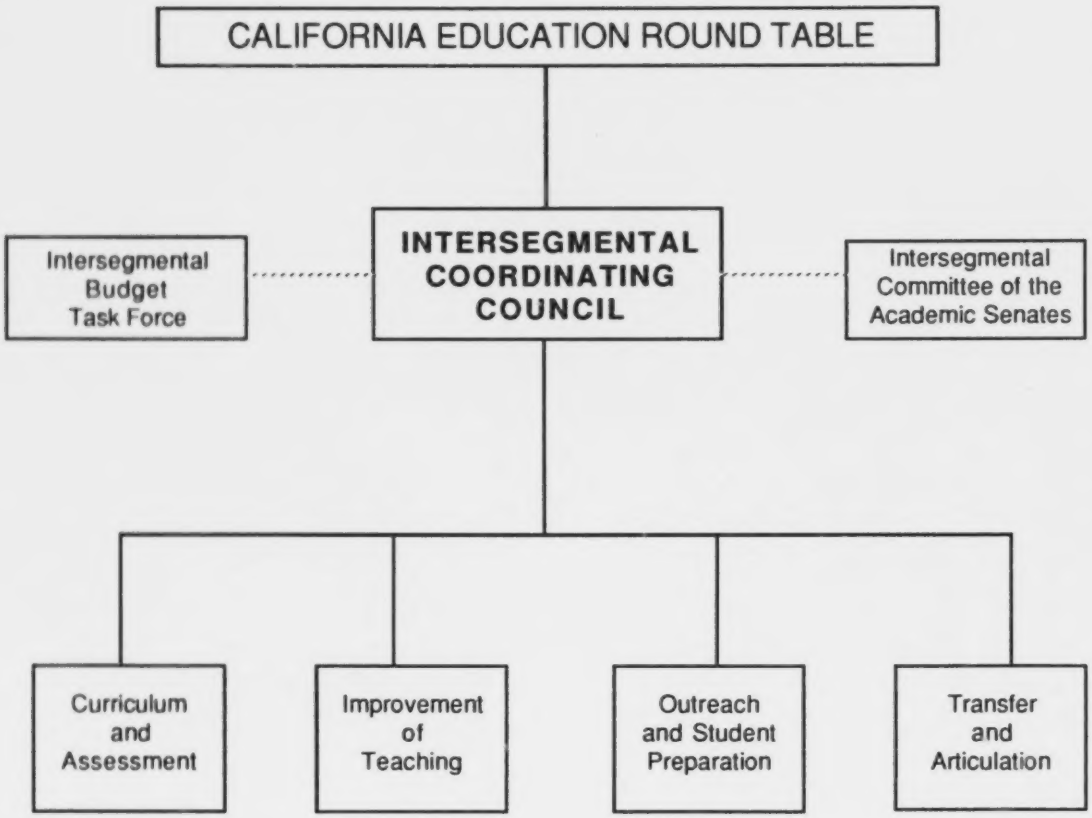

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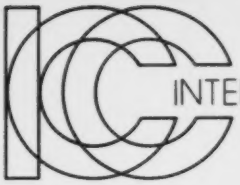

INTERSEGMENTAL COORDINATING COUNCIL

ANNUAL REPORT

to the

CALIFORNIA EDUCATION ROUND TABLE

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Chapter 1

INTRODUCTION

THE INTERSEGMENTAL COORDINATING COUNCIL

BACKGROUND

When the Intersegmental Coordinating Council (ICC) was established by the California Education Round Table in 1987, it was charged with strengthening cooperative efforts among the educational systems in order to promote educational equity and improve the academic preparation, achievement, and progress of all students. The importance of coordinating activities among the educational segments has long been recognized. Such coordination, in fact, is an underlying principle of the Master Plan for Higher Education, for without strong and well articulated academic programs in the schools and without an effective transfer process, the state's promise of access for all citizens to a university education cannot be realized. Revisions of the Master Plan in 1973 and 1989 have placed increasing emphasis upon cooperation among the segments. The 1989 report by a joint committee of the Legislature applauded the development of the California Education Round Table and recommended a number of specific activities consistent both with the Round Table's original aims and with its purposes in establishing the ICC (*California Faces . . . California's Future*, pp 54-57).

This increased emphasis on intersegmental cooperation stems partly from the growing awareness of how interdependent and interrelated California's educational institutions have become. Because our institutions educate each other's students and prepare each other's teachers, because our students are more mobile than ever before, and because academic policy is more centralized, our educational institutions are inextricably linked, and the effectiveness of one institution inevitably depends upon the effectiveness of others.

This fact has become even more compelling in the 1980's because of new challenges created by the state's changing demographics and rapid technological development. There is a strong consensus among California's political, business, and educational leaders that the future of the state demands a more highly educated electorate and workforce. More jobs will require college training, and even students who are not going on to college will require better basic skills and a greater capacity for critical thought in order to meet the demands of an increasingly complex society and of a workplace where those who cannot be efficiently trained or retrained qualify only for the most menial jobs. As noted in a recent report from the California Economic Development Corporation, the alternative to an educational system capable of preparing all of California's citizens for the reality of tomorrow's economy is a society "increasingly polarized between the rich and the unskilled" (*Vision: California 2010,* p. 2).

However, the task of effectively educating all citizens has become more difficult and more complicated, in part because demographic shifts in recent years have created a state much more diverse in ethnicity and cultural backgrounds. A greater proportion of our students are poor, Black, or Hispanic, and it is these students for whom the educational systems

have proven least successful. The majority of students in the K-12 system are now from groups that have been considered "minorities," and despite extensive efforts, the achievement levels of these students are still substantially lower than those of their peers. This "achievement gap" is evident not only in schools but in colleges and universities as well, where Black and Hispanic students transfer, earn certificates, and earn degrees at a much lower rate than their fellow students. According to the Master Plan report, 56 of every 1000 White students entering the ninth grade in California, will receive a baccalaureate degree from a public institution within five years; however, only 16 Black and 14 Hispanic students per thousand will achieve that goal (*California Faces . . . California's Future,* p.3).

Whether one considers the problem from the perspective of educational equity, social justice, or economic imperatives, it is clear that California must do a more effective job of retaining, educating, and graduating its Black and Hispanic students. Social problems such as poverty, drugs, and crime, as well as linguistic or cultural barriers, may have more to do with the low academic achievement of some students than anything educational institutions do or fail to do. A comprehensive approach involving every aspect of state policy is essential if we are to stop the waste of California youth. However, that fact does not diminish the responsibility of the schools, colleges and universities to provide meaningful educational opportunity to all of California's students, and that responsibility can only be fulfilled through a greater level of cooperation and mutual support than has been practiced or has been necessary in the past. The problems are simply too large and the causes too numerous for educational institutions to address independently of each other. Colleges and universities must assist schools in their efforts to restructure their academic programs and to stimulate all students to fulfill their academic potential. Universities and community colleges must work together to facilitate and actively encourage the transfer of students to baccalaureate institutions. All segments must work together to ensure that curricula, assessment, and student services are aligned across the segments in ways that support the smooth progress of students through California's educational systems.

Without these cooperative efforts, neither the state nor its educational institutions can thrive.

PROGRESS IN INTERSEGMENTAL COORDINATION

In discussing the roles of the Education Round Table and the ICC, the Master Plan report noted that " . . . the Intersegmental Coordinating Council is more than a staff adjunct to the Round Table; it serves as a crucial statewide forum where faculty, program administrators, and system representatives from all segments can meet and confer on program initiatives or shared projects. Seeking consensus, advising one another of the implications of segmental policy, devising new agendas - all these are valuable tasks" (*California Faces . . . California's Future* p. 55).

Indeed, in its first two years of existence, the ICC has served those functions and a number of others. As a statewide forum, the Council and its four cluster coordinating committees have brought together representatives of faculty and administration, of local institutions and system offices, of large, well-established projects and small, innovative programs, of professional organizations and advocacy groups in order to share information, discuss critical educational issues and develop ways in which educators can work together more effectively to achieve their common goals. It has also assumed responsibility for ongoing intersegmental programs, such as the College Nights/Transfer Days Program, designed to coordinate outreach activities aimed at high school and community college students, and the dissemination of the competency statements, developed by the academic senates of the

University, State University, and Community Colleges, to communicate to their peers in the secondary schools the competencies necessary for students to succeed in postsecondary education. In addition, the ICC has initiated or assumed responsibility for a number of statewide publications, including:

> *Futures* - A brochure sent to every eighth grader in the state, designed to inform students and their parents about the courses necessary to prepare students for college or university work and to encourage students to pursue a college preparatory curriculum
>
> *Systemwide and Statewide Assessment in California* - A report on assessment practices in all of the educational segments, designed to inform faculty, administrators, and policy makers of current practice in assessment in order to facilitate the greater coordination of assessment across the segments
>
> *Handbook of California Articulation Policies and Procedures* - A handbook of policies which govern the transfer of students and the articulation of courses and programs in all of California's postsecondary institutions; the handbook is designed to assist faculty and student service personnel in the advisement of students
>
> *Directory of Articulation and Transfer Personnel* - A directory of various student service personnel in California's public and independent postsecondary institutions, distributed to every public high school in the state as well as to postsecondary institutions, and designed to facilitate communication between the secondary and postsecondary segments

In each case when the ICC has assumed responsibility for a program or publication, it has taken steps to assess and improve the effectiveness of that activity. It has done surveys and studies to determine needs and to ascertain the effectiveness of current efforts. It has also developed ways to disseminate information more effectively and to increase the utility of intersegmental efforts.

Perhaps most importantly, the ICC has undertaken a range of new initiatives in order to address unmet needs and to encourage further intersegmental collaboration. For example, the ICC has sponsored the development of 32 intersegmental teams composed of faculty and administrators, whose purpose is to devise regional plans to increase the pool of underrepresented students interested in and prepared for a career in teaching at either the K-12 or the postsecondary level. The progress of these teams will be monitored, and promising strategies will be shared through a statewide network created by the ICC. It is hoped that these teams will serve as models for other institutional partnerships designed to identify potential teachers, particularly from groups currently underrepresented in the profession, and to foster their interest in teaching. Such efforts will be critical in meeting the needs of all the educational systems for well qualified faculty who reflect the ethnic and cultural diversity of the state.

The ICC has also begun an examination of issues related to the burgeoning population of non-native speakers in California's educational systems and the particular instructional needs of students who are not proficient in English. A preliminary report has been developed which makes specific recommendations to the educational segments and also proposes further efforts by the ICC aimed at encouraging consistent policies and practices among the segments and at enhancing the effectiveness of faculty in the instruction of non-native speakers.

As a result of its report on assessment practices, the ICC has undertaken a review of assessment in English Language Arts in order to determine how well such assessment is articulated across the segments and how well testing is related to curriculum at various levels. The purpose of this activity is to ensure that the assessment of students is not unnecessarily duplicative, that it is consistent with the curriculum, and that there is a logical continuum of assessment among the educational systems. If this model proves successful, similar studies will be done in other disciplines.

The ICC has also undertaken several activities related to the transfer of underrepresented students, including a study of minority transfer programs, in conjunction with the Community College Chancellor's Office, and a major, statewide conference focusing on the recommendations of the Joint Committee for the Review of the Master Plan. These activities are part of an ongoing effort to strengthen the transfer function and to encourage the replication of programs and strategies which will increase the number of underrepresented students who transfer and earn baccalaureate degrees.

Finally, the ICC, in cooperation with the State Department of Education, has initiated a research project to evaluate the adequacy of information on college opportunities which is available to underrepresented students and their parents. It is anticipated that this study along with a review of parental involvement strategies will result in recommendations for the development of new outreach strategies and new methods of providing information to students and parents.

STRUCTURE AND ROLE OF THE COUNCIL

The Intersegmental Coordinating Council is composed of seventeen members. Each of the five segments is represented by two senior, policy level staff members; and the three academic senates (UC, CSU, CCC) are represented by their respective chairs or vice-chairs. In addition, the student organizations have appointed three representatives, and the California Postsecondary Education Commission has appointed one representative.

The Council is responsible for determining which issues should be addressed intersegmentally and to which groups those issues should be referred. The focus of the ICC is on general oversight and coordination rather than on direct administration of programs. The ICC may occasionally address issues itself, if those issues can be readily resolved, but its primary role is to define the responsibilities of its subgroups and ensure that assignments are completed and the results are communicated. Although the ICC does not directly evaluate specific programs, it is responsible for assessing the range of activities which it has designated as intersegmental in order to identify strengths and weaknesses, highlight duplication and gaps, determine how intersegmental efforts can be strengthened, and develop proposals for improvement.

In order to better serve the full range of intersegmental activities, the ICC has divided those activities into four related clusters:

Transfer and Articulation

Curriculum and Assessment

Outreach and Student Preparation

Improvement of Teaching

Four cluster coordinating committees have been established to oversee the activities of these clusters and to link them to the ICC. These committees, composed of representatives from each of the segments, bear a critical responsibility for the substance of intersegmental cooperation. Like the Council itself, they generally do not function in an administrative capacity, but rather serve to provide a means of coordination, communication, and staff support for the various activities, programs and projects within their areas of responsibility. In addition to specific tasks which may be assigned to it by the ICC, each committee has the following general functions:

- to serve as a forum for discussion and exchange of information;
- to maintain awareness of the interactions of the activities and program under its purview;
- to moderate and resolve any jurisdictional issues;
- to propose steps to fill identified needs;
- to call attention to duplication and other undesirable results of inadequate communication;
- to otherwise serve as a catalyst to ensure that intersegmental activities and programs function effectively.

As they perform these functions, the cluster committees are guided by three major principles. First, that encouraging student achievement and advancement throughout the whole of California's education system is paramount in the conduct of intersegmental relations. Second, that faculty and administrative cooperation must be fostered in carrying out these activities. Both faculty and administrative staff must be centrally involved as full partners in all intersegmental activities. Third, that activities which are new, temporary, or experimental must be encouraged and facilitated. The structure must be flexible enough to stimulate the development of innovative approaches.

In carrying out their responsibilities, both the cluster committees and the ICC itself work closely with the California Postsecondary Education Commission (CPEC), whose role as the state agency charged with the coordination of higher education the ICC is designed to complement. Although the ICC is a voluntary effort of the educational systems rather than a legislatively established agency, and although it includes the K-12 system as well as higher education, the goals of the ICC in the areas of educational equity and student success are entirely consistent with those of CPEC.

PURPOSE OF THE REPORT

The annual report of the ICC to the California Education Round Table is designed to serve two major purposes. The first is to report both to the Round Table and to the state on the status of intersegmental cooperation and on the specific activities of the ICC. The second is to develop and present a consensus on critical issues confronting the educational systems and on intersegmental strategies to approach those issues. The recommendations and proposals included in this report were developed by the four cluster coordinating committees in consultation with segmental offices and with a wide range of professionals involved in intersegmental activities. After consensus has been achieved at the level of the coordinating committees, the proposals are then evaluated from a broader perspective by the Council, which modifies the proposals and establishes priorities as necessary. Finally, the proposals are submitted to the Round Table for their consideration so that the activities which are approved can be undertaken with the full authority of the educational systems and the leaders of those systems.

The process of developing consensus at various levels among representatives of educational systems often quite different in their perspectives is difficult, but it is also extremely valuable. For the problems confronting California's educational systems are difficult as well, and without a strong, clear consensus and concerted action, those problems will remain intractable.

In the many discussions of the cluster committees and the Council throughout the year and in the process of developing this report, the following points of consensus emerged:

- There is a need for greater attention to issues of retention and student progress at all academic levels, and intersegmental approaches are crucial in these areas.
- There is a need for intersegmental cooperation in building the pool of well qualified students, interested in teaching careers at all academic levels, and this need is particularly great with regard to underrepresented students.
- There is a need for stronger and more extensive discipline-based, regional partnerships throughout the state to bring faculty from the various segments together for the discussion of curricular and pedagogical issues.
- There is a need for various kinds of formal transfer agreements, mechanisms, and support services to facilitate and encourage transfer from community colleges to four year institutions and special emphasis should be placed on the transfer of underrepresented students.
- There is a need to develop new models for assistance to low performing schools, models which enable higher education institutions to meet the real needs of schools, as identified by the schools themselves through their restructuring process.
- There is a need for new pedagogical approaches at all levels to provide effective education for an ethnically and culturally diverse student body.
- There is a need for all educational systems to cooperate and to enlist the aid of parents and community members in order to reach out more effectively to students who are not preparing themselves academically and to convince them that academic opportunities exist for them also.
- There is a need for higher education institutions to become involved with all levels of education in the K-12 system in order to assist schools in their efforts to strengthen curriculum and instruction.

In response to those needs the cluster committees have developed the proposals included in the body of this report. The activities suggested here are neither the beginning nor the end. They will not meet all of the needs identified; they are simply steps in a long and difficult process. However, what they portend is very important, for they are clear evidence of the improved coordination among the state's educational systems and of the commitment from those systems to ensure that all of California's students, whatever their backgrounds, have a full and equal opportunity to develop their potential through the schools, colleges and universities of this state.

Chapter 2

IMPROVEMENT OF TEACHING

I. ROLE OF THE IMPROVEMENT OF TEACHING COMMITTEE

The Improvement of Teaching Cluster Coordinating Committee is concerned with the development of intersegmental efforts to improve the quality of instruction at all levels. Such efforts are essential if California is to provide a challenging and creative educational experience, not just for its most affluent or able students, but for all students across the state. The educational segments need to work cooperatively to attract the best qualified students to teaching careers both in K-12 and at the postsecondary level, to ensure that programs which prepare students for teaching are of high quality, and to provide faculty with ongoing opportunities to strengthen their knowledge and improve their skills. In addition, the educational segments need to work together to accommodate the changing demographics of the state. By the year 2000 there will be no ethnic majority in California. A more heterogeneous faculty, one that is representative of the diversity among students, could help institutions provide better support for and greater understanding of the needs of underrepresented students. Finally, there is a need for greater cooperation to improve the status and career structure of the teaching profession. The segments need to consider initiatives to ensure that the profession retains quality teachers. Faculty need to be encouraged to participate actively in the development of their profession, and they need to be given the resources to do so. The challenge to meet all these needs is great, but the goals are attainable. The large proportion of the faculty who will be retiring in the next few years will provide the educational segments with a special opportunity to strengthen the profession and to make significant progress in improving instruction.

Intersegmental cooperation is especially appropriate in the area of improving teaching because every segment contributes to the preparation of teachers in the other segments. Specific efforts conducted within the segments are critical to the improvement of teaching. However, since a great deal of what a teacher knows about a discipline or about pedagogy is learned in other segments, it is natural to approach many aspects of teaching improvement intersegmentally. For example, efforts to attract new teachers who are well-prepared and are representative of the cultural diversity of the state are amenable to intersegmental cooperation. Professional development programs, especially those which provide opportunities for faculty to associate with colleagues in other segments, and efforts to improve the status of the profession are also suited to intersegmental approaches. Intersegmental cooperation can be an effective means of helping institutions learn how to use the resources of other institutions to improve the quality of education.

Initiating and encouraging new intersegmental activities is a major responsibility of the Improvement of Teaching Committee. It is also responsible for coordinating existing efforts to improve teaching by ensuring that lines of communication are open and by strengthening bonds among leaders of similar or closely related efforts. In addition, the committee assists the ICC in identifying issues, recommending priorities, determining whether problems can be referred to existing bodies, and identifying qualified individuals to serve on ad hoc groups as needed.

II. OVERVIEW OF INTERSEGMENTAL EFFORTS

Although numerous efforts to improve teaching exist within each of the educational segments, the Improvement of Teaching Committee's attention is specifically focused on those programs which are intersegmental in nature. Historically, K-12 and postsecondary institutions have established ties for the purpose of improving teaching. Ongoing credential programs, for example, require cooperation between higher education and local schools. A variety of curricular projects, institutes and seminars have been conducted over the years for the purpose of improving teaching. Many of these have been funded by the state; others have been jointly funded by the segments. The long standing ties between public schools and nearby colleges have made possible continuing cooperative efforts to address the major challenges presented by a changing student population. Some of these efforts are statewide in their scope; others are regionally or institutionally-based projects.

Major Statewide Efforts

California Curriculum Consultant Project This intersegmental project is designed to provide postsecondary faculty consultants to high schools who are preparing for accreditation reviews by the Western Association of Schools and Colleges (WASC). Participating faculty are selected from all the postsecondary segments. In 1985-86, 18 high schools participated. In 1986-87, 73 schools participated, and in 1987-88 the number of participating schools was 129. Originally administered by the State Department of Education (SDE) as the WASC/SDE Curriculum Consultant Project, the program now operates under the new title and is administered by the University of California. Higher education faculty attend orientation sessions before they visit schools. During their visits they work closely with K-12 faculty to review and revise curriculum and teaching methods. SDE continues to administer a pilot project which is an expanded model of the Curriculum Consultant Project. This intersegmental effort provides postsecondary faculty consultants to specially targeted, low performance schools.

Faculty Development Projects A variety of discipline-based intersegmental projects are devoted to the improvement of teaching at the K-12 level. Several of these are statewide, multi-site programs which are partially funded by the state and are administered by the University of California. These projects include the California Writing Project, the California Mathematics Project, and the California Science Project. The California Literature Project has been funded by the State Department of Education. Other projects, including the California Humanities Project, are jointly funded by the CSU and UC. The activities of these projects are guided by a statewide director and an intersegmental advisory board. Each of the local sites, which also has a director, sponsors a variety of activities including summer seminars, academic year workshops, and ongoing consultation for teachers. This past summer institutes were held for teachers of math, writing, history, literature and visual and performing arts.

Student Teaching Programs The intersegmental effort which is perhaps the most prevalent and of longest duration is the cooperative programs established between K-12 and postsecondary institutions to provide student teaching experiences for credential candidates. Under the guidance of qualified school teachers and the supervision of college faculty, college students assume the daily responsibilities of teaching classes. UC, CSU, and the independent colleges and universities all have developed partnerships with local schools for the purpose of providing these field experiences for prospective teachers.

CSU Teacher Diversity Program During the past year CSU has made a major commitment to increase the diversity of K-12 teachers. CSU and SDE jointly funded 8 proposals to develop plans for diversifying the faculty. CSU administrators and faculty, working with community college and K-12 faculty and staff, have established regional partnerships whose goal is to attract and support students who are interested in teaching careers. In March an expanded effort entitled the California State University Teacher Diversity Program was adopted by the CSU Board of Trustees for the purpose of interesting and enabling minority students to move through the educational pipeline and gain a teaching credential. CSU campus projects which are philosophically and operationally intersegmental will target secondary, community college, and undergraduate minority students as well as teachers' aides. The program features academic support and advisement, financial assistance, faculty mentoring, improved articulation, and tutoring opportunities.

New Teacher Retention Project in Inner City Schools This program, which is in its fourth year, was designed to address the problem of retaining teachers in inner city schools. Funding is provided by CSU and SDE. Each of the four project sites involves an inner city school and a CSU campus. Postsecondary faculty and experienced K-12 educators provide course work at a school site, mentoring for inner city teachers, and/or personal and technical support. The overall goal of the program is to increase new teacher effectiveness in inner city schools and thereby increase retention rates of these teachers.

California New Teacher Project This project is designed to provide policy direction for beginning teacher assessment and support. The program focuses on the roles of school districts and postsecondary institutions in the support and retention of first and second year teachers. In addition, the project is exploring alternative ways of assessing teacher performance in the first year as part of the credentialing and staff development processes. Last year eleven of the fifteen projects were intersegmental, involving school districts and postsecondary institutions. A total of 600 teachers, 225 schools, 7 CSU campuses, 4 UC campuses, and one private university were involved in the first year of the program. Next year 1250 teachers will be involved in 23 projects.

Intersegmental Faculty Seminar The first Intersegmental Faculty Seminar, which was jointly sponsored by the CSU Academic Senate, the CCC Academic Senate, The California Association of Community Colleges, and the ICC was held this July. The five-day meeting, patterned after the Great Teachers Seminar, was created to provide an opportunity for faculty from CSU and CCC to come together to explore teaching strategies and curriculum approaches. Thirty-three faculty attended this first seminar (16 from the community colleges and 17 from CSU campuses) which focused on teaching lower division general education courses. Plans are being considered for a second seminar next summer.

The California Pre-Doctoral Program The California Pre-Doctoral Program, developed cooperatively by the California State University and the University of California, is designed to increase the number of CSU minority, disabled and women students who continue their studies at the doctoral level, particularly in disciplines where they are underrepresented. The program targets students who are interested in preparing for faculty careers. The intent is to increase contacts between CSU and UC faculty in order to establish regular processes by which talented undergraduates are advised into graduate programs.

Discipline-Based Professional Associations Professional organizations formed by teachers of English, mathematics, science, history, and other disciplines draw their members from all educational segments. Many of these associations function on a local, regional and statewide level, by sponsoring conferences, workshops, lectures, and professional publications. Specific activities focus on pedagogical, curricular, philosophical, and political issues of interest to teachers. Membership in these academic organizations offers faculty at all levels the opportunity to further their professional development.

Institutionally-Based and Regional Programs

Recruiting a More Diverse Faculty A variety of regional intersegmental efforts to attract underrepresented students to teaching careers are underway in the state. Some of these programs, such as, the Crenshaw High School Teacher Academy in Los Angeles, Project SOCRATES at Pierce College and CSU Northridge, and the PORT (Pool of Recruitable Teachers) Program at CSU Dominguez Hills, focus on attracting high school students to teaching. In these projects K-12, community college, and four year college faculty work together to identify and prepare underrepresented students to pursue teaching careers. The Minority Teacher Recruitment Program, a joint effort by UC Berkeley, CSU Hayward, and Merritt Community College, is designed to identify and support minority community college students who have an interest in and aptitude for teaching. All these efforts are intended to enlarge and diversify the pool of students who are qualified for and interested in teaching careers.

Josephine Miles Fellowship Program This reciprocal faculty development program established by UC Berkeley is designed to increase "professional dialogue" and to encourage "more collegial and resourceful exchanges which will broaden individual faculty growth and improve institutional articulation." The pilot project instituted in Spring 1988 brought seventeen English teachers from eleven Bay Area community colleges to UCB to teach English 1A and 1B for a semester. Unfortunately, funding was not appropriated to allow UCB graduate associates to teach at community colleges. However, the experience of the community college faculty was considered a success, and plans to institute a series of lectures and workshops by distinguished UCB faculty at community college campuses are being considered.

Comprehensive Teacher Education Institutes This joint CSU and SDE effort is designed to strengthen the preparation of preservice teachers. The institutes are based upon a three-way partnership between academic departments, education departments, and local school districts. Major goals focus on the improvement of curriculum and instruction, candidate assessment, articulation of preparation components, and collaborative governance. A chief objective of this effort is to improve the preparation of faculty to teach a more diverse student population. Institutes were established in 1986-87 at San Diego State University and Cal Poly, San Luis Obispo in conjunction with local school districts. Five additional institutes were established in 1988-89 at UC Riverside, CSU Northridge, San Francisco State University, CSU Chico, and CSU Fresno.

Revised Academic Programs for Teaching Credentials As a result of new Commission on Teacher Credentialing standards for multiple subject credentials, postsecondary institutions across the state are revising their liberal studies programs. Some campuses are working with community colleges and/or K-12 schools to redesign the waiver program in liberal studies for prospective elementary teachers. Curriculum, articulation, and assessment issues are being addressed in these efforts.

CSU Initiative on the Subject Matter Preparation of Prospective Teachers This initiative brings CSU faculty together with teacher educators and appropriate K-12 teachers and administrators to discuss and define the appropriate academic background of prospective K-12 teachers. These efforts in 1987-88 included two working conferences and resulted in the development of two reports to guide the assessment and preparation of potential elementary and English teachers. In 1988-89 CSU, in cooperation with SDE, extended this effort to six additional disciplines: math, foreign language, social science, physical science, art, and music. Statewide conferences will be held in the fall of 1989. Reports will address appropriate subject matter knowledge and assessment models for prospective teachers in these additional disciplines.

Stanford Collaborative Project in the Schools The Stanford/School Collaborative was established in the summer of 1986 with a grant from the Hewlett Foundation. Since then additional grants have been provided by the Hewlett Foundation, the Packard Foundation and the Johnson Foundation. Additional funds are provided by Stanford and the local schools. The combined funds support a variety of partnerships between Stanford and local school districts. Their purpose is to improve curriculum and instruction through research and professional development for school practitioners and Stanford faculty.

San Francisco Educational Consortium This consortium is a collaborative formed by the San Francisco Unified School District and several local community colleges, four-year colleges and universities. Their purpose is to provide and promote professional development activities for K-12 faculty in the area.

Trust Agreements During the past two years the California Federation of Teachers and the Policy Analysis for California Education (PACE) have been piloting a new kind of labor agreement which is designed to enhance schools' educational capacity. The trust agreements, which are written compacts between a school district and its teachers, encourage joint decision making. The trust agreements do not replace collective bargaining, but are intended to complement it. Issues such as student achievement, teaching quality, and curriculum have been topics for discussion under the agreements. So far twelve districts have been experimenting with this new kind of labor accord. Faculty from the University of California are working with local school staffs on the project.

Restructuring Initiatives Several school districts are working with the California Teachers' Association and postsecondary faculty advisors to develop restructuring initiatives. Restructuring involves major changes in how teachers, administrators, and school districts operate for the improvement of student achievement. The primary focus is on the enhancement of student learning. These programs can be designed to address governance issues, curricular reform, and pedagogic improvement.

Trends and Developments

The dramatic changes forecast for California present a special challenge for its educational institutions. Demographic shifts in the state's population have resulted in a more diverse student body. Already there is no ethnic majority among K-12 students, and by the year 2005 there will be no ethnic majority in the state. This shift, however, has not yet occurred within the faculty. Clearly, California needs to recruit and prepare teachers from a wide variety of ethnic backgrounds to better educate a multicultural student population. The state's need for new teachers makes it possible to effect necessary changes. The number of students at all educational levels is increasing and the number of teacher retirements is also increasing. The need to train and hire many new teachers offers the state a special window of opportunity for changing the composition of the faculty. There is also, however, an increasing awareness that a diversified pool of qualified applicants is not available in the state and that significant efforts must be undertaken to generate such a pool.

There is also an increasing need for programs of faculty development. The growth and success of statewide efforts such as the Writing Project, the Math Project, the Literature Project, and the Science Project indicate an ongoing interest in faculty development programs. Carefully planned expansion of these efforts so that they reach more broadly across the state and other similar efforts to better prepare teachers to meet the needs of a cultural diverse student body are needed.

III. REPORT ON 1988-89 ACTIVITIES

In its initial deliberations last year the Improvement of Teaching Committee identified six general areas of issues related to teaching improvement:

- recruitment and selection
- academic preparation
- pedagogic preparation
- induction to teaching and continuing faculty development
- faculty evaluation, retention and promotion
- improving the teaching environment

After consultation with the ICC, the committee determined that its major focus for 1988-89 should be recruitment with a special emphasis on expanding and diversifying the potential pool of qualified candidates for teaching at all levels. Though diversification efforts need to extend to women in some areas of specialization and to the disabled, the committee decided to concentrate initially on the recruitment and retention of ethnic minorities.

Recent data indicate that there is a critical need to increase the ethnic diversity of the recruitment pool for teaching. In 1987-88, 30% of students in California public schools were Hispanic and 9% were Black. Yet 80% of the K-12 teaching staff in California is White. Current trends in hiring show little change in this distribution. In the fall of 1986, for example, in the Los Angeles Unified School District 52% of the students were Hispanic, but only 5% of the newly hired teachers were Hispanic.

Ethnic distribution in postsecondary institutions does not promise to improve the situation. In 1987 minority student participation at the undergraduate and graduate levels in the University of California ranged from 4% for Blacks and 8% for Hispanics to 15% for Asian/Pacific Islanders. In the California State University, comparable figures were 5%, 9%, and 11%, and in the California Community Colleges the figures were 7.1% for Blacks, 15% for Hispanics, and 12.2% for Asian/Pacific Islanders. In 1986 19% of students enrolled in California's independent institutions were Black, Hispanic, and Asian/Pacific Islander. Although minority student participation in higher education is increasing on the average, it is telling that beyond elementary school, the proportion of Black and Hispanic students decreases at each successive educational level. Moreover, the representation of Blacks and Hispanics on postsecondary faculties is even lower than their representation on the K-12 faculty.

While a more heterogeneous faculty will certainly not solve all the problems which limit the success of underrepresented students, such a faculty can serve as role models to students and can assist institutions in better meeting the needs of these students.

Development of Intersegmental Partnerships to Increase Faculty Diversity

The committee developed a work plan based upon its central commitment to diversification of faculty at all levels. Convinced that recruitment efforts which pit one institution against another in competition for a limited pool of minority candidates were not a satisfactory solution, the committee decided to consider ways to enlarge and diversify the recruitment pool of qualified candidates. The major focus of the committee's efforts was directed at encouraging the development of intersegmental regional partnerships whose purpose is to attract a more diverse group of students to teaching. Such an approach encourages the educational systems to work together cooperatively for the benefit of all. The committee sponsored a statewide forum on Increasing Faculty Diversity in order to encourage the development of partnerships among the state's schools, colleges, and universities.

Information Collection Early in the fall of 1988 the committee began to research and review materials in the area of faculty diversity and to survey the state for model intersegmental partnership programs designed to increase faculty diversity. Specific committee activities in this area included:

- Identifying model intersegmental programs such as the Crenshaw High School Teacher Training Magnet, the SOCRATES Project, and the Future Teacher Institute at CSU Dominguez Hills. A study of the status of paraprofessionals was also reviewed to determine what models would be appropriate for this group.

- Collecting and reviewing a wide variety of written materials on faculty diversity from the University of California, California State University, California Community Colleges, the California Postsecondary Education Commission, Farwest Labs, the Governor's Association, the University of Wisconsin, *The Chronicle of Higher Education*, and other sources.

- Organizing appropriate material, dealing both with issues and with successful models, in order to prepare participants for their work at the Forum.

Establishment of Teams Having identified exemplary partnerships already operating in the state, the committee took steps to support the development of new intersegmental teams. These steps included:

- Developing effective strategies for building teams and determining the role team liaisons would play;
- Establishing intersegmental partnerships as a criterion for conference participation;
- Assisting schools and colleges across the state to form intersegmental teams;
- Providing opportunities for teams to meet during the Forum and assisting their development through team liaisons;
- Preparing planning guidelines to assist teams at the Forum.

Planning the Forum The committee oversaw the planning and implementation of the Forum by:

- Preparing and circulating information about the Forum to appropriate educational institutions;
- Identifying exemplary partnerships to feature at the Forum, selecting appropriate topics for discussion sessions, designing the format of the program, identifying presenters for each session, and selecting a keynote speaker and Forum conveners.

Implementation of Forum The Forum was held on April 17-18 at Le Meridien Hotel in Newport Beach. A total of 175 participants and presenters attended. The participants were organized into 32 intersegmental teams. Institutional representation on the teams was distributed among all the segments. Team membership included representatives from 7 UC campuses, 16 CSU campuses, 25 CCC campuses, 29 public school districts, and 2 independent colleges. The focus of 13 teams was the postsecondary pool. Another 16 teams focused on the K-12 pool, and 3 teams focused on both K-12 and postsecondary.

The keynote speaker addressed the need for a multicultural approach to education and the importance of redefining our cultural perceptions of socio-ethnic groups. Participants where challenged to provide students from all ethnic and linguistic backgrounds with the knowledge and skills they need to succeed, and to do so more quickly than was required in the past. The speaker emphasized that those who do not learn the sophisticated labor skills demanded by today's economy will fall into an economic abyss. He applauded the goal of creating a more diversified faculty who could serve as role models for underrepresented students and could help institutions better understand the particular needs of these students.

In addition to the keynote address, the Forum featured sessions which highlighted promising programs in faculty diversity. These included programs designed to attract underrepresented students to postsecondary teaching, and programs to

recruit both students and paraprofessionals to K-12 teaching. Other sessions focused on strategies to increase diversity at all levels of teaching, including sources of financial support for programs and for students, ways to market the teaching profession, and methods for preparing students for competency testing. Discussion sessions encouraged participants to raise questions and issues related to diversity and to share their knowledge and experience.

Continuing Support For Teams Although the clear consensus of those in attendance was that the Forum was successful in fostering the development of regional partnerships, the Forum clearly is only a first step. Continued support and ongoing communication with the teams is needed to ensure their success. The committee will initiate follow-up activities to support and encourage the progress of the teams during the next year. Team liaisons will confer with team leaders to confirm team membership, to determine what assistance is needed, and to learn what progress has been made since the Forum. Further activities to support the teams are included in next year's agenda.

The committee also decided to focus its attention in 1989-90 on encouraging, supporting, and assisting the 32 teams formed this year, rather than sponsoring other forums next year.

Other Activities Related to Faculty Diversity

At the explicit direction of the ICC, the Improvement of Teaching Committee made faculty diversity its major priority for 1988-89. The intense demands of developing the partnerships and planning the Forum allowed little time for the committee to pursue directly its interest in strengthening career counseling and dissemination of information about requirements for different kinds of teaching. However, many of the plans being developed by the intersegmental teams who attended the Forum will include career counseling components.

The second proposed priority of the committee for 1988-89 was to identify and publicize effective recruitment strategies aimed at drawing into the teaching profession qualified individuals who are not currently within the educational system, particularly individuals from underrepresented groups. The proposed activities under this area included surveying alternative approaches for recruiting to teaching people who are currently working outside education, compiling data on the need for new strategies and programs to recruit teachers from these non-traditional groups, examining the role of performance assessment in ascertaining the qualifications of potential teachers from these non-traditional groups, and proposing policy options for expanding routes into teaching that appeal to people currently working in fields other than education.

The committee addressed most of these objectives while developing the partnerships and preparing for the Forum. Although the major focus of the Forum was on attracting students to teaching, the survey of current programs, review of literature in the field, and identification of barriers inevitably led the committee into considering ways to recruit those who were not currently students in the educational system. Sessions at the Forum dealt with attracting paraprofessionals into teaching, marketing the teaching profession, and identifying sources of financial aid. All of these were applicable to the development of efforts to make teaching attractive to those who are outside the educational system. In addition, one session at the Forum focused specifically on preparing students for competency testing.

IV. PROPOSALS FOR 1989-90

After reviewing the committee's progress in 1988-89 and discussing possible priorities for next year, the committee decided to propose activities in two general categories for 1989-90: (1) Forum follow-up activities, and (2) Activities aimed at improving the teaching skills of postsecondary faculty. In addition the committee will examine the participation of inner city teachers in subject matter projects, and will continue to address those recommendations of the Joint Legislative Committee's Report (*California Faces....California's Future*) which are relevant to the committee's charge.

Continuing Support for Intersegmental Partnerships to Increase Faculty Diversity

The Forum is best viewed as a beginning rather than an end in itself. Having launched 32 intersegmental teams, whose members are attempting to develop plans for working cooperatively to attract and prepare a more diverse population for teaching, the committee is keenly aware that in order to succeed, these teams will need continuing attention and support. For next year, then, the committee intends to undertake various activities to keep the teams motivated and interested. One way of doing this is to facilitate regular communication among the teams and to provide them with a sense that they belong to a statewide network of professionals who are committed to similar goals. In addition, the committee will encourage teams to initiate at least one specific activity by the end of next year. Finally, the committee will confer with team leaders at the end of the year to gain a clearer understanding of what works and what needs to be done to foster the success of current programs and to initiate new regional programs.

Specifically, the committee plans to accomplish the following activities:

Proposed Activity 1: Monitoring and Supporting the Progress of Teams

Team liaisons will monitor and assist teams on a regular basis. Though the type of assistance liaisons are able to offer may be limited in scope, the regular communication between liaisons and team members should help to encourage development and action on regional plans. In addition, the liaison will put teams in touch with other resource people who could provide assistance when needed.

Proposed Activity 2: Information Dissemination

During 1989-90 the committee will begin to disseminate information about the progress, problems, and success of the teams. This communication may be accomplished through a newsletter which would focus on the progress of individual teams, sources of grant funds to support such efforts, and/or reports on similar projects in other states. In addition to providing information, the newsletter also would be an effective method of establishing a network and sense of community for the teams.

Proposed Activity 3: Recognition of Teams

The committee will explore possible ways to provide formal and informal recognition to intersegmental teams who make progress during the year. The committee will initiate efforts to publicize activities of the regional teams and to ensure proper acknowledgement of the contributions of team members by their institutions. Special recognition is often needed for those educators who contribute to intersegmental efforts because the regular segmental reward systems often do not acknowledge intersegmental work.

Proposed Activity 4: Regional Discussion Meetings

By the end of the academic year the committee will sponsor one statewide or two regional discussion meetings with the leaders of the intersegmental teams to provide an opportunity for team leaders to review their progress, to discuss which strategies have been successful and which have not been successful, to indicate how the Forum was and/or was not helpful to them, to consider what state policies have helped or hindered them, and to offer advice and information which will help the committee decide on subsequent steps in this area.

Improvement of Teaching Skills of Postsecondary Faculty

The second major endeavor of the committee in 1989-90 will be in the area of improving the teaching of first year postsecondary faculty. The committee has identified two possible approaches to this goal: efforts which focus on improving the teaching skills of graduate students who intend to seek faculty positions and efforts which focus on improving the teaching skills of postsecondary faculty during their first year of service.

The committee is mindful that the Curriculum and Assessment Committee's recent report on English as a Second Language requests the ICC to refer two matters to the Improvement of Teaching Cluster Committee. These two issues address the need for better preparation of ESL faculty and for more widespread faculty development activities in ESL. The Improvement of Teaching Committee is prepared to incorporate a consideration of ESL issues into the proposed agenda for the improvement of postsecondary teaching skills.

Proposed Activity 5: Pedagogic Preparation of Graduate Students

The committee will initiate efforts which contribute to the improvement of the pedagogic preparation of graduate students who intend to teach at the postsecondary level. The committee is particularly interested in preparation which would assist postsecondary faculty in providing a quality undergraduate education for an increasingly diverse student population. Special emphasis also will be given to efforts which address the needs of non-native English speaking students. Since a significant number of students who earn masters or doctoral degrees in California will teach in California 's colleges or universities, an improvement of pedagogical preparation may have a significant impact on the quality of education in California. This was recognized in the Legislature's recent review of the Master Plan which recommended that the University of California and the California State University provide doctoral and masters students with "an opportunity to develop their skills as teachers." This emphasis on developing pedagogical skills is especially important given the changing demographics of the state. Teachers at all levels will need to be better prepared to address the educational needs of underrepresented students.

As a first step the committee will develop a brief report which describes current programs, particularly those which address needs of non-native English speaking students and those which are designed to meet the needs of an increasingly diverse student population. The report will also include recommendations for expanding current programs or instituting new programs.

Proposed Activity 6: Postsecondary Faculty Development Efforts to Improve the Teaching of First and Second Year Faculty

The committee will survey current faculty development efforts which are designed to improve the teaching of first and second year postsecondary faculty. Based on the results of this survey, the committee will consider initiating activities which would supplement and/or extend efforts already in operation, giving emphasis to intersegmental activities which prepare faculty to work with ethnically diverse students, many of whom may need special assistance to attain proficiency in English.

The committee will also work with the Curriculum and Assessment Committee to recommend implementation strategies for widespread California faculty development efforts at all levels which would provide faculty with effective ways of improving the English communication skills of non-native speakers within the context of all disciplines being taught.

The committee believes that discipline-based faculty development efforts promise to be the most effective. Moreover, the committee agrees with the recommendations of the Legislature's report on the Master Plan that the ICC should encourage and develop intersegmental projects that "facilitate intellectual and professional dialogue between the faculties of the three public systems," especially those "projects aiming to increase discussion of pedagogy and learning within disciplines and topical areas."

Other Activities for 1989-90

Proposed Activity 7: Preparation of Faculty Who Teach Courses for Non-native English Speaking Students

The committee will examine the state's future need for faculty at all levels to teach courses for non-native English speaking students and will consider whether adequate preparation programs exist. Based on this information the committee will make recommendations about the projected need for teachers and the adequacy of available preparation programs.

Proposed Activity 8: Participation of Teachers of Underrepresented Students in Subject Matter Projects

Following the suggestion of the ICC, the committee will review the participation of teachers from low performance schools in the subject matter projects (Writing, Math, Literature, Science). After consulting with project directors about their continuing efforts to attract inner city teachers to the projects, the committee will determine whether it can be of assistance to the directors. A status report will be submitted to the ICC.

Chapter 3

CURRICULUM AND ASSESSMENT

I. ROLE OF THE CURRICULUM AND ASSESSMENT COMMITTEE

The responsibility of this committee is to ensure that curriculum and assessment reinforce each other, and are thoughtfully aligned at all educational levels so that students are encouraged and supported as they progress through the system. The committee is concerned with improving the linkages of curriculum and assessment within the segments and the continuity of curriculum and assessment among the segments. Of specific interest are efforts to strengthen the college preparatory curriculum, to define the knowledge and skills expected of entering college freshmen, upper division students, and transfer students, and to explore goals and purposes of testing students. At a more general level the committee is interested in initiating and supporting efforts which might facilitate the smooth flow of students through California education from kindergarten through graduate school.

Intersegmental cooperation in the areas of curriculum and assessment is especially important given the size and structure of the state's educational systems and the range of joint curricular projects. There is a need for faculty from all the segments to talk to each other about their disciplines in order to ensure continuity in the curriculum and to ensure that assessment is consistent and purposeful. There is also a need to establish curricular continuity among the segments. Student progress, for example, from the public schools (K-12) to a community college, and then on to a four year institution can be greatly facilitated if there is a consistency in curricular offerings and in assessment. The various curricular projects in the state also benefit from an overall intersegmental structure which can foster communication among the projects and maximize their effectiveness.

A major responsibility of the Curriculum and Assessment Committee is to oversee intersegmental activities which might affect curriculum and to identify areas where the relationship of curriculum to assessment needs to be strengthened. In addition, the committee's role is to analyze needs for new intersegmental initiatives, to examine the purposes, consistency, and possible duplication of assessment, and to propose specific intersegmental activities designed to address needs in the areas of curriculum and assessment. Because of dramatic demographic changes in the state and the increasing numbers of non-native speaking students in California's schools, issues related to English as a Second Language have been deemed by the ICC as a major priority for this committee.

II. OVERVIEW OF INTERSEGMENTAL EFFORTS

California's educators are becoming increasingly aware of the enormous challenge of ensuring that curriculum and assessment are appropriate for the state's diverse student population, and are designed in such a way as to encourage achievement among all students. Moreover, there is a consensus that ongoing partnerships between K-12 schools and postsecondary institutions are critically important in meeting this challenge. Existing

partnerships, particularly those which bring faculty together by discipline to discuss curricular issues, need to be expanded and their ability to assist schools needs to be both extended and magnified in order to meet the needs of California schools.

Current changes in practice and theory of assessment within the educational segments indicate a desire to provide greater accountability and to ensure a greater responsibility for the success of individual students. The California Community Colleges are initiating comprehensive testing and advisement for all incoming students in order to determine each student 's skills, abilities, and educational goals so that appropriate, individual academic plans can be developed. CSU campuses are exploring student outcomes assessment as a promising approach to improving the effectiveness of general education and baccalaureate degree programs. Proposed system policy on student outcomes assessment is currently under review on the campuses. In response to a 1986 internal review of lower division education, the UC established the President's Advisory Committee on Undergraduate Education. This committee has completed its charge to study several critical issues in undergraduate education, one of which was outcomes assessment. A report with recommendations will be completed this fall. SDE is reviewing its approach to assessment so that less emphasis is given to objective tests and more opportunity is provided for students to exhibit higher order thinking skills. These developments within the segments will have an impact on the ongoing efforts to establish intersegmental articulation of assessment.

Major Statewide Efforts

Legislatively-Established Projects Last year legislation (SB 1882) was enacted to strengthen faculty development. As part of this effort the legislation includes provisions aimed at extending the influence of intersegmental discipline-based projects designed to improve curriculum and teaching in K-12. The statute provides some funding for new projects and ensures the orderly development of such projects.

In addition to new projects which will be established through the mechanism created by SB 1882, there are three discipline-based statewide intersegmental projects currently in operation under the administration of the University of California. The California Writing Project, the California Mathematics Project, and the California Science Project provide opportunities for K-12 teachers to share ideas about curriculum at summer seminars and at workshops held during the academic year. Teachers who complete the introductory programs may become consultants on curriculum and instruction for other schools in their area. The growth of the projects in the past few years is testimony to the increasing interest in efforts to improve curriculum and instruction in the state.

The California Humanities Project The California Humanities Project, funded jointly by the UC and CSU, is designed to improve and enrich humanities curricula in all the segments. The project provides opportunities for faculty to extend their knowledge of the humanities and to engage in professional dialogue with their peers. Among the activities sponsored by the Humanities Project are regional and state conferences to discuss issues and disseminate information, regional intersegmental partnerships for curriculum development, minigrants to support regional projects, development of a statewide data base of humanities faculty and scholars, and the publication of a quarterly newsletter.

The California Literature Project The California Literature Project, which is administered by the State Department of Education, is an intersegmental effort to help implement the *Framework in English Language Arts, K-12*. The project sponsors summer institutes on California State University campuses, provides staff development services to districts, schools, county offices and projects, and oversees ongoing professional development efforts. Special focus is given to developing curriculum to meet the needs of underprepared and limited English proficient students.

The Mathematics Diagnostic Testing Project The Mathematics Diagnostic Testing Project (MDTP) prepares and disseminates diagnostic tests in mathematics to faculty and provides assistance in interpreting test results. The intent of the program is to make assessment materials and diagnostic services available on request to all secondary and postsecondary faculty. By better preparing secondary school students in college preparatory math, the demand for remedial programs at the postsecondary level will be reduced. The program also is designed to establish networks between secondary and postsecondary math faculty to address curricular issues. Originally developed by UC and CSU and funded largely by the California Academic Partnership Program, the MDTP has now been established in legislation and will be seeking independent funding from the state.

The Chemistry Diagnostic Test Project The Chemistry Diagnostic Test Project, jointly funded by the UC and CSU, has developed a test designed to diagnose the knowledge, skills, and abilities that students must have if they are to succeed in General Chemistry. The project provides test results and offers assistance to chemistry teachers. The test has been so successful that the American Chemical Society is now distributing it nationwide. Several thousand copies had been distributed nationally by the end of the past academic year.

California Curriculum Consultant Project Although strengthening the quality of teaching through intersegmental collaboration is a component of the California Curriculum Consultant Project, the improvement of high school curriculum is the central focus of this intersegmental effort, which is administered by the University of California. Faculty from postsecondary institutions serve as consultants to high schools who are undertaking a self study in preparation for an accreditation review. These consultants, who attend orientation sessions before visiting schools, work with high school faculty to review and revise curriculum. Such interactions strengthen the communication between the segments and establish better articulation on curricular issues.

California Academic Partnership Program This legislatively-established program is designed to improve the college readiness of secondary students. Administered by California State University, the California Academic Partnership Program (CAPP) funds innovative intersegmental projects designed to prepare more young people, especially underrepresented minorities, for college. These efforts bring together K-12 and postsecondary faculty to enhance the college preparatory curriculum for secondary students. To date CAPP has supported 35 multi-year projects involving junior and senior high school students. Curriculum development and diagnostic test development form the two major components of CAPP programs. The curricular effort includes student services activities, parent involvement, and staff development activities.

During 1988-89 ten CAPP projects focused on curriculum and two focused on diagnostic testing. These projects served a total of 8,914 students at 10 junior high schools and 22 high schools. A statewide competition for planning grants conducted this past year resulted in 15 awards for projects in 1989-90.

Freshman Competency Statements The Intersegmental Committee of the Academic Senates (ICAS), which is composed of faculty senate members from the University of California, California State University, and the California Community Colleges, has produced a series of competency statements in various disciplines. These statements are intended to describe the levels of performance expected of entering freshman in each of the basic subject matter areas. These statements serve as catalysts for curricular reform as well as guidelines for academic preparation of secondary students. During the past year ICAS completed the statements for mathematics and for visual and performing arts. Statements for English, history-social science, humanities, and foreign language are in preparation or under review.

The Foreign Language Assessment A committee of CSU and K-12 faculty has examined implementation policies for the new CSU foreign language admission requirement. The new CSU policy is to recognize that the high school requirement in foreign language may be met through demonstration or documentation of equivalent competency in any language. CSU is developing an assessment instrument in Spanish for use by any segment wishing to assess competency equivalent to high school Spanish courses.

Trends and Developments

As efforts to improve curriculum are expanded, and approaches to assessment are revised and expanded, the need to align assessment with curriculum becomes increasingly important. The need to articulate curriculum and assessment among the segments is also clear. Concern about the amount of testing and the duplication of testing, as well as proposals for better articulation of testing among the educational systems, can be addressed most appropriately through intersegmental channels. As curricular issues extend into the intersegmental arena, discipline-based discussions among faculty at all levels will be necessary to ensure consistency, quality, and coordination of curriculum.

III. REPORT ON 1988-89 ACTIVITIES

Last year the committee identified five categories of issues related to its charge:

- intersegmental communication
- purposes of and prospects for outcomes assessment
- the uses and misuses of testing
- the alignment and continuity of curriculum and assessment
- issues involving English as a Second Language

Having reviewed its charge from the ICC and discussed the five central issues related to its charge, the Curriculum and Assessment Committee proposed an agenda of specific activities for 1988-89. The following is a progress report on these activities.

Model Plan for Assessment Articulation

The specific use of tests within subject matter areas is of special interest to the committee. The committee is concerned that testing may not be sufficiently aligned with curriculum and that testing may not be used as effectively as it could be to supplement the curriculum. Moreover, the committee believes that classroom testing is not linked as well as it could be to other diagnostic, placement, and program evaluation testing. The progression of tests as students move through educational levels has not been systematically examined or aligned, nor has it been deliberately used to keep students apprised of their own progress.

The committee proposed to develop a method to evaluate the coherence and consistency of testing in English and/or mathematics (including an examination of how ESL fits into English testing patterns). The intent was to create a model for future studies, which would look at intersegmental articulation of testing, including specified levels of competency, and at the linkages of curriculum and assessment within disciplines.

In the fall of 1988 the committee developed a proposal for initiating a model assessment articulation plan in math or English. A statewide subcommittee has been appointed and asked to address the question of whether a model plan for assessment articulation in English language arts is desirable and possible. The subcommittee's charge is to develop a model for articulating and strengthening the coherence or continuum of testing in English language arts as students proceed through the educational process. The intent is to establish a logical and consistent pattern of assessment. The subcommittee will review relevant tests used by each segment; consider the alignment between assessment and curriculum; and, when possible, make recommendations about test consolidation, substitution, elimination and scheduling. This work is pioneering and will require ingenuity and creativity on the part of subcommittee members. Though they may use the model drafted by the committee as a basis for their discussion, the subcommittee members have been encouraged to modify or extend this preliminary model in any way they feel is appropriate.

Publication of *Systemwide and Statewide Assessment in California*

Before intersegmental issues could be properly addressed, it was necessary to develop an inventory of segmental curriculum and assessment activities. A preliminary report describing assessment practices in all the educational segments was completed in 1986 under the auspices of the Round Table. At the urging of the Curriculum and Assessment Committee another draft was prepared in 1988 and distributed on a limited basis. The report, *Systemwide and Statewide Assessment in California*, contains information about current assessment practices, as well as intersegmental cooperation in assessment related activities.

Because the Curriculum and Assessment Committee felt that this overview of assessment practices would be valuable to a broad range of educators interested in curriculum development and assessment, the committee assumed the responsibility for revising, reprinting, and disseminating the report statewide. A final draft of the revised report was distributed this fall.

Intersegmental Curriculum Projects

The committee serves as a liaison to intersegmental projects that deal with curriculum, assessment, or both. By serving as a forum for the discussion of these projects and as a monitor of legislative or segmental proposals related to the projects, the committees acts to ensure clear communication among the segments. These projects are grouped into those which are legislatively established for the purpose of improvement of teaching, those which are funded jointly by the University of California and the California State University, and others that have been initiated by a particular segment.

There are four legislatively established projects which prepare cadres of K-12 teachers to function as discipline-based experts available to other teachers in their districts. These are the California Writing Project, the California Mathematics Project, the California Science Project, and the California Literature Project. After reviewing the legislation regarding these projects, the committee discussed how it might be useful in helping to develop new projects in other curricular areas. The committee determined that its contributions should include gathering information about the need for new projects and serving as a forum for the discussion of priorities and goals for projects. In addition, the committee will help link these projects with allied activities such as the SDE assessment program.

A second series of projects is not legislatively established but has been funded through the budgets of the California State University and the University of California. These projects have resulted from segmental efforts to strengthen curricular linkages. Included in this category are the Mathematics Diagnostic Testing Project, the Chemistry Diagnostic Testing Project, the California Humanities Project, and a project to produce foreign language assessment examinations in Spanish.

This year the committee has monitored the progress of the California Mathematics Diagnostic Testing Project (MDTP) which has developed under the auspices of the California Academic Partnership Program. The MDTP has provided services to mathematics teachers at 10 regional sites, and in 1987-88 scored diagnostic tests for more than 283,000 students. The MDTP has expanded its original goals to provide more extensive services to mathematics students and teachers and has initiated a three-year longitudinal study of its own progress. The committee recommended to the ICC that the MDTP has developed to a point where it now needs to be established as a separately funded and independent project. A bill to establish in statute the Mathematics Diagnostic Testing Program was recently signed into law by the governor.

The committee also has monitored the progress of the Chemistry Diagnostic Testing Project which has made its test available to the American Chemical Society for nationwide distribution. The test, which lists the names of all the segments participating in its development, provides a positive example of effective intersegmental cooperation.

Guidelines for Evaluation of Intersegmental Curriculum and Assessment Projects

Intersegmental curriculum and assessment projects which are not legislatively established may lack clear procedures and guidelines for evaluation. For 1988-89 the committee proposed to work closely with intersegmental curriculum and assessment projects and to establish guidelines to assist in the development and evaluation of such projects. The intent was to provide guidance and to ensure clear communication about the expectations, goals, and directions of these projects, particularly those that are funded on a discretionary basis by one or two segments. The committee also planned to develop a priority list of subject areas where additional intersegmental curriculum or assessment projects are needed.

The committee drafted guidelines for the development and evaluation of intersegmental curriculum and assessment projects which are not now reviewed or evaluated by some other appropriate agency. These projects presently include the Math Diagnostic Testing Project, the California Humanities Project, the Chemistry Diagnostic Testing Project, the Spanish/Foreign Language Assessment Project, and the CSU-CCC Project in English, Mathematics, and Critical Thinking. An evaluation plan proposed by the cluster committee has been approved by the ICC and will be implemented next year.

Next year the committee will develop a priority list for intersegmental curriculum projects which are not governed by legislative statute.

Intersegmental Issues Related to English as a Second Language

Several intersegmental efforts to address curriculum and assessment issues in English as a Second Language (ESL) were underway when the committee began its work in 1988-89. All of these efforts underscore the need to address issues related to ESL. The 1988-89 Budget Act, for example, directed CPEC to conduct a study of ESL needs in California. In addition, the English as a Second Language Work Group formed in 1986 by the California State University with a liaison from the Community College Chancellor's Office has produced a report which was accepted in the spring of 1989 by the CSU Academic Senate. In another project, a joint CSU-SDE committee has spent nearly two years developing a plan for evaluating the language competency of high school non-native English speakers so that assessed competency in the student's native language can be used to satisfy the CSU admission requirement in foreign language. That proposal has been submitted to the California State University Academic Senate for review and implementation. In addition, a special committee in the University of California has prepared a report detailing ESL policy recommendations, which has been accepted by the Undergraduate Preparatory and Remedial Education Committee and forwarded to the Academic Council.

Pressing needs in the area of English as a Second Language led the Curriculum and Assessment Committee to propose (for 1988-89) to investigate the need for an intersegmental English as a Second Language competency statement based on similar documents already completed for other subject matter areas. The committee also expressed its intent to work with existing associations such as the Consortium for Community Colleges for English as a Second Language (CCCESL) and California Teachers of English to Speakers of Other Languages (CATESOL) to:

- develop a list of articulated ESL courses and programs;
- illustrate existing model articulation processes;
- investigate or build on the current intersegmental work taking place in Los Angeles between CSU Long Beach, UCLA, Los Angeles Community College District, and Los Angeles Unified School District.

In order to assist the segments in the development of clear policy directions on ESL, the committee proposed to write a report on ESL assessment issues, based upon work done within the individual segments.

An intersegmental panel presentation on English as a Second Language conducted by representatives from K-12, CCC, CSU, and UC provided the committee with pertinent information and specific recommendations. Based on this information and their own discussion, committee members prepared for the ICC an ESL report which specifies statistical data, stresses the magnitude and importance of this issue, and offers recommendations for the Council's consideration.

The report presents statistics about the changing population in California and the projections for continuing immigration, noting that the impact of immigration on our schools is significant. Nearly one in three California school children now comes from a family where English is not the primary language. In some elementary school districts the proportion of students classified as limited in their English proficiency is approaching 70 percent. The report recommends that the ICC take specific actions to ensure that students entering the educational system at any level attain proficiency in English with sufficient speed so that their progress through the educational system is not impaired. These recommendations include the development of language competency statements for entering college freshmen who are non-native speakers and a standard description for ESL performance levels; a review of the need for and preparation of ESL faculty at all levels and the need for in-service programs for all faculty who teach ESL students; the development of appropriate assessment instruments to measure ESL proficiency levels; and the development of a model for articulating the coherence of testing in ESL. The report has now been approved by the ICC, and steps are being taken to implement the recommendations.

Scheduling of Curriculum and Assessment Reviews

The alignment and continuity of curriculum and assessment is of major concern to the Curriculum and Assessment Committee. The committee believes there is a clear need to strengthen the relationship between curricular purposes and assessment tools within segments and among segments. The challenge is not only to develop intersegmental alignment of curriculum and of assessment, but to align assessment with curriculum.

To address these needs the committee proposed to investigate the possibility of scheduling more systematically, by academic discipline and/or skill area, a number of curriculum and assessment reviews that affect more than one segment. These included the State Department's Frameworks and Standards, the Intersegmental Committee of the Academic Senates' Freshman Competency and Expectation Statements, and assessment projects such as the one being reviewed by the State Department and the California State University to assess the language proficiency of non-native English speakers.

The committee determined that a necessary first step in this process was the alignment of curricular reviews. The ICC staff has been working with the Intersegmental Committee of the Academic Senates to coordinate the cycle of the State Department of Education's Curriculum Frameworks and Model Curriculum Standards with the Freshman Competency and Expectations Statements. Once these curriculum reviews have been aligned more closely, the Curriculum and Assessment Committee will begin to examine and possibly suggest alterations in the alignment of curriculum reviews with assessment reviews.

IV. PROPOSALS FOR 1989-90

The Curriculum and Assessment Committee's proposed agenda for 1989-90 is a natural outcome of the work completed this past year. The proposed activities fall into two major categories: (1) Continued coordination and implementation of projects initiated in 1988-89, and (2) Activities related to English as a Second Language.

Coordination and Implementation of Projects Initiated in 1988-89

The committee initiated several activities last year which will need to be coordinated or implemented next year. Having developed an evaluation plan for intersegmental projects which are not otherwise evaluated, the committee will need to implement the plan . The committee will also need to continue to coordinate the efforts of the Statewide Assessment Subcommittee in English Language Arts, and possibly establish a similar committee for mathematics assessment. Finally, the committee will develop a priority list for new projects.

Proposed Activity 1: Evaluation of Intersegmental Projects

The ICC has approved the cluster committee's proposal for evaluation of intersegmental projects. These guidelines provide for an annual evaluation which will take the form of a report prepared by the project for presentation to the ICC through the Curriculum and Assessment Committee. Additional evaluation shall take place every three to five years and shall be conducted by an outside person or a committee with experience and expertise in the appropriate academic area. Next year the committee will begin to implement the evaluation of appropriate projects which are not already evaluated by other agencies. Evaluation reports, with accompanying recommendations concerning continuation, level of funding, and/or termination of the project, will be presented to the ICC through the cluster committee.

Proposed Activity 2: Priority List of New Intersegmental Projects

As intersegmental projects which have been initiated and nurtured by the segments and the ICC move to more independent status, it will be possible to consider initiating new curriculum and assessment projects. The committee will explore the need for new projects other than those established by the legislature and will develop a priority list of potential new intersegmental projects.

Proposed Activity 3: Model Assessment Articulation Plan in English Language Arts

The Curriculum and Assessment subcommittee, which is charged with developing a model articulation plan in English Language Arts, held its first meeting in May. The cluster committee will continue to oversee the progress of the subcommittee next year. If the subcommittee is able to develop a model plan before the end of the year, the cluster committee will review the plan and, if appropriate, will initiate a program for implementing that model plan. The committee will also consider the possibility of appointing a new subcommittee to develop a model plan for math.

Activities Related to ESL

In its report to the ICC on English as a Second Language the cluster committee recommends several activities which the committee might pursue next year. The committee will pursue the following activities with respect to ESL:

Proposed Activity 4: Language Competency Statements for Non-Native Speakers

In its report to the ICC on English as a Second Language, the committee recommends that the ICC request that the Intersegmental Committee of the Academic Senates consider developing a statement of language competencies for entering freshmen who are non-native speakers of English. This statement would be supplementary to existing competency statements. Because assessment of English language proficiency will be needed to ensure that students do reach the appropriate level indicated by ESL competency statements, the committee has assigned itself the task of initiating a concurrent project to explore the possibility of identifying or developing instruments which will be used to measure proficiency at the identified levels.

Proposed Activity 5: Faculty Development Effort in ESL

The ESL report also recommends that the ICC ask the cluster committee on the Improvement of Teaching to work with the the Curriculum and Assessment Cluster Committee to develop implementation strategies for widespread California faculty development efforts, with particular emphasis on providing California's faculty with effective ways of improving the English communication skills of non-native English speakers within the context of the disciplines being taught. Such efforts should be coordinated with faculty development projects undertaken within the provisions of SB 1882.

Proposed Activity 6: Intensive Summer Language Institute

The ESL report stresses that the need for the ICC to take some action in improving the language proficiency of non-native speakers is so compelling that experimental model programs should be attempted. The cluster committee therefore proposes to begin designing some model, experimental, intersegmental programs which would bring non-native English speakers as rapidly as possible to a level of proficiency that will ensure maximum benefit from their subsequent education.

Chapter 4

OUTREACH AND STUDENT PREPARATION

I. ROLE OF THE OUTREACH AND STUDENT PREPARATION COMMITTEE

The role of the Outreach and Student Preparation Cluster Coordinating Committee is to encourage the development of intersegmental strategies for improving student preparation for higher education. Its goal is to increase the number of students, particularly from groups historically underrepresented in higher education, who are prepared for and interested in pursuing college or university studies. Attaining this goal will require collaboration between California's schools and postsecondary institutions to ensure that all students have access to a strong college-preparatory curriculum and that all students and their parents are adequately informed of the opportunities and benefits of higher education. The committee facilitates existing programs and institutional efforts and stimulates new cooperative initiatives among the segments to improve outreach practices and student preparation for college.

Building on the success of various intersegmental programs, the Outreach and Student Preparation Committee is concerned with developing strategies which will enable all students to benefit from the effective practices of these programs. The committee therefore serves as a catalyst for improving and expanding successful programs as well as fostering institutional commitment to implement practices that will give many more students the choice of attending and succeeding in postsecondary education. From the earliest grade levels through postgraduate studies all students should receive the curriculum, instruction, information, guidance and support that will enable them to perform at the highest academic levels.

If California is to realize the vision of an educational system in which family income and ethnicity will no longer predict college eligibility or college graduation, profound changes must be made at all levels of schooling. We know that by looking at the academic performance of third grade students, the average Black or Chicano/Latino child is already substantially behind the average White child. Today's third grade students will comprise the pool of potential college freshmen in ten years. Clearly, any meaningful reversal of this pattern of lost potential will require major commitments and resources for improving education at all levels. The Outreach and Student Preparation committee is concerned with those aspects of educational improvement that address access of all students to the best curriculum and instruction.

Perhaps the most significant role of the committee is to serve as a catalyst and an advocate for powerful intersegmental approaches to improving student preparation. To this end, the committee considers and initiates proposals for collaborative activities that may enhance the effectiveness of faculty, counselors, administrative staff, and parents in assisting students to prepare for higher education. The committee also provides a forum through which faculty, administrators, and other experts can contribute to the formulation of intersegmental policies in the area of outreach and student preparation.

II. OVERVIEW OF INTERSEGMENTAL EFFORTS

The educational community in California is greatly concerned with its ability to provide access to a quality education for all students. Nevertheless, low-income students and students from several ethnic groups have higher drop-out rates, lower academic achievement measures, and lower college-going rates and college graduation rates than the statewide average. To address these problems, the educational segments in California have initiated programs to provide college information to students through outreach services and to work collaboratively with the schools in strengthening the academic preparation of these students for college. Over the years, students have benefitted immensely from these programs. Indeed a significant proportion of underrepresented students who have enrolled in colleges and universities throughout the state and the nation have done so as a result of participating in one or more of these special programs.

However, while outreach and student preparation programs have had an impact on thousands of students, the fact remains that many more thousands of low-income and ethnic minority students are not served by any special programmatic effort and may not be receiving the information and services that are essential if they are to have access to a college education. Given the need to serve a greater number of students, policy makers have begun to study the practices of programs that have shown success with low-income and ethnic minority student participants. Successful program practices need to be expanded and developed in ways which make them integral to the daily operation of the state's schools and colleges. In addition, educational leaders are focusing on institutional practices, such as tracking, which may mitigate the effectiveness of good outreach efforts, and are attempting to gain a better understanding of the key transition points in a student's academic career when intervention may be most effective.

Major Statewide Efforts

The programs described in this section are examples of statewide outreach and student preparation programs that aim to enhance student performance, supplement academic services at the school, and coordinate the use of resources between two or more educational institutions.

Cal SOAP The California Student Opportunity Access Program (Cal SOAP) receives funding from the State and from participating institutions. The California Student Aid Commission administers Cal SOAP statewide. Each educational segment is represented in the local consortia that oversee the individual projects. This administrative structure serves to maintain full involvement from each participating institution. Services offered through Cal SOAP include academic counseling, tutoring, test preparation, college visitations, college fairs, and college application assistance.

MESA The Mathematics, Engineering, Science Achievement Program (MESA) was created specifically to increase the number of American Indian, Black, Chicano/Latino, and female students that are prepared to enter math and science-based fields such as engineering, computer science and physics. MESA's subject area focus is unique among intersegmental student preparation programs. MESA derives a portion of support from in-kind contributions from private industry. The involvement of private industry allows MESA programs to provide participants with opportunities to interact with a variety of professionals in the fields of engineering and computer science.

As with other intersegmental student preparation programs, MESA also offers tutoring, academic counseling, and college application assistance for participants. Student eligibility for MESA is dependent upon their meeting standards of academic performance that allow them to advance into college-level study in engineering and computer science. As an extension of the goal to increase the numbers of ethnic minority engineers and computer scientists, MESA has also established the Minority Engineering Program to work with students in these majors at the college level.

STEP to College The Step to College program was initiated in 1984 by the Chancellor's Office of The California State University and members of the Los Angeles Unified School District staff. The program, which focuses on promising, underrepresented minority students, has since been expanded to thirteen CSU campuses. The purpose of the program is to provide an opportunity for talented, disadvantaged high school students to participate in one or two CSU classes while they are still attending high school. This program enables high school students who would not normally aspire to university enrollment to earn college credit and gain familiarity with the college environment and academic program.

College Readiness Program The College Readiness Program (CRP) is jointly administered by the California State University and the State Department of Education. The goals of the program are to provide Black and Chicano/Latino middle grade students and their parents with information about preparation for college and to increase the enrollment of these students in algebra and college preparatory English courses. College Readiness participants receive tutoring services along with instruction in problem-solving and special workshops on college preparation. The program is currently operating in twenty-one middle schools and on five California State University campuses.

College Admissions Test Preparation Pilot Program The State Department of Education is responsible for the College Admissions Test Preparation Pilot Program, which is administered through nine local projects. The State Department of Education operates these projects in conjunction with local postsecondary institutions and eleven different school districts. The goals of the program are to increase the number of students who take college admissions tests, to improve their performance on those tests, and to increase the number of students who enroll in public postsecondary institutions. Students participating in this program are provided with academic support services, including tutoring and test preparation workshops. In addition, students receive assistance from program staff in the college admissions process. The program also conducts special parent workshops throughout the year.

University and College Opportunities Program The State Department of Education administers the University and College Opportunities (UCO) Program at forty-three high schools throughout the state. UCO involves local postsecondary institutions at each school site. The goal of UCO is to improve the preparation of elementary and secondary school students for college, with an emphasis on improving ethnic representation in mathematics, science, engineering and other technology based fields. Student participants in UCO receive academic advisement services, study skills instruction, tutoring, and special recognition for being part of the program. The State Department of Education provides staff development for school staff as part of the program design.

Early Academic Outreach Program The University of California operates the Early Academic Outreach Programs on eight of its campuses, serving 634 schools throughout the state. The goal of the Early Academic Outreach Programs is to increase the number of underrepresented ethnic minority students eligible to attend the University of California and other postsecondary institutions in California. This program begins working with students at the junior high/middle school level and continues working with them through high school graduation. Students who participate in the Early Academic Outreach Program receive the following services: tutoring, academic advising, skill development seminars, college application assistance, summer residential programs and UC campus visitations. Students who have participated in the program achieve University of California eligibility at a rate much higher than Black, Chicano/Latino and American Indian students statewide.

Regional Intersegmental Programs

College Bound Scholarship Program In Long Beach, the Long Beach Unified School District, UC Irvine, California State University, Long Beach, Long Beach City College and the State Department of Education, have created a regional partnership with private industry, community organizations and parent groups to adopt schools within the district. Each member of the partnership fulfills a role by assuming certain programmatic tasks associated with the goals of the project. Among the project tasks are the identification of targets for school improvement; program evaluation and data collection; establishment of goals for college enrollment and retention rates for ethnic minority students from the district; the provision of internships and summer employment for student participants, and the coordination of community volunteers. The involvement of so many sectors of the community creates a cohesive approach to improving student academic performance.

Advancement Via Individual Determination Advancement Via Individual Determination (AVID) is a San Diego County Program which uses writing as a tool to prepare program participants for college. Students in AVID are enrolled in a daily elective class with their fellow participants. The remainder of a student's schedule consists of college preparatory courses, some of which are team-taught by high school and college instructors. AVID students receive tutoring, visit various college campuses, and attend cultural events as part of their participation in the program. The program is designed to provide support groups for students as they pursue their common goals for a college education. The AVID program also provides a range of staff development activities for teachers, counselors, and administrators at participating schools.

Trends and Developments

As more attention is being devoted to the delivery of outreach services and the strengthening of student preparation, new broad-based initiatives have been undertaken by the State Department of Education, the California Student Aid Commission, and the California Postsecondary Education Commission.

In 1988 Superintendent Honig formed a special advisory committee to draft a statewide strategic plan that would ensure that ethnic minority students receive the full benefit of the improvement of education brought about by the school reform movement. The recommendations in this plan are intended to help districts improve the college-going rates for ethnic minority students. A key element of the strategic plan is the emphasis on institutional change and responses to student preparation issues rather than the creation of more special programs to solve these problems.

This year the California Student Aid Commission has also appointed an ad hoc committee to explore ways in which the Commission can more effectively serve the needs of underrepresented ethnic minority students and parents. The Commission is developing strategies to: A) increase the financial aid focus of Cal SOAP; B) work collaboratively with the National and California Associations of Student Financial Aid Administrators to serve the ethnic minority communities more effectively; and C) develop early outreach activities to promote greater awareness of financial aid.

The California Postsecondary Education Commission has been long played a key role in the attempt to achieve educational equity in California. This year CPEC has published a comprehensive report on the progress the educational systems have made in meeting the educational equity goals established in 1984 by Assembly Concurrent Resolution 83 (Chacon). The report includes a number of recommendations to the Governor and Legislature which, if implemented, would accelerate the progress of the educational systems toward those goals.

CPEC has also begun a three year series of reports, studying intersegmental programs designed to improve the preparation of underrepresented ethnic minority students and increase their enrollment in California postsecondary institutions. As a result of this study the Commission will identify program strategies that are successful in working with ethnic minority students and suggest how those strategies can be institutionalized by the segments.

III. REPORT ON 1988-89 ACTIVITIES

The ICC has assigned the Outreach and Student Preparation Committee responsibility for a number of ongoing activities, including dissemination of the ***Futures*** booklet on college opportunities, the dissemination of the competency statements developed by the three postsecondary academic senates, and the administration and oversight of the College Night/Transfer Day Programs. These activities have demanded much of the committee's attention particularly since the committee's intent has been to enhance the effectiveness of each of these efforts. Nevertheless, the committee is also very committed to intersegmental efforts which would have a much more fundamental impact on outreach and student preparation than these ongoing activities. The committee, therefore, has begun several activities which it hopes will in time lead to new types of partnerships between higher education and public schools, partnerships which are designed not only to encourage and assist students to prepare for college but also to assist the schools in their efforts to improve instruction for all students and create academic environments in which a far greater number of children succeed.

Dissemination of the Competency Statements

The Intersegmental Committee of the Academic Senates has developed a series of statements that document the competencies in specific disciplines that students must have to be successful in college. The competency statements were drafted to strengthen student preparation by specifying knowledge students should have in a given subject in addition to numbers of years or semesters taken. While these statements have been widely distributed and while several successful conferences have been organized to discuss them, the lack of an overall statewide plan for dissemination has limited the effectiveness of the statements. In the fall of 1988, the Outreach and Student Preparation Committee developed a plan to

guide the dissemination of these statements throughout the state. Dissemination of the statements to secondary teachers, department chairs, and district administrators in charge of curriculum will help to inform them of postsecondary faculty expectations of college freshmen. Effective dissemination of the competency statements will lead to greater communication among faculty and will stimulate faculty efforts to align the curricula in the various disciplines in their institutions and to improve the level of competencies that students achieve in the secondary schools.

Implementation of the dissemination plan was carried out in a variety of ways. The committee assisted with several conferences by coordinating faculty presentations on the documents and their use. The committee is also planning two competency statement conferences focusing on the foreign language and natural science statements. These regional conferences will enable the committee to establish a model for using the statements as a means to bring faculty from schools and colleges together to discuss curriculum and student preparation in their disciplines.

Oversight of the Operation of College Nights and Transfer Days Programs

Each year the College Nights/Transfer Days programs provide a valuable service to students, parents, high school counselors, and representatives of postsecondary institutions. These events enable students and parents to meet with representatives of postsecondary institutions, who provide information on admissions requirements, campus environment, and application procedures. The Outreach and Student Preparation Committee is responsible for the oversight of the College Nights/Transfer Days programs and for the development of policies that govern these events.

Approximately 180 College Nights/Transfer Days programs are coordinated by the ICC each year. The committee reviewed staffing needs for the coordination of these programs and its proposal on staff support for 1989-90 was approved by the ICC. The ICC will maintain policy development and oversight responsibility for these programs while the regional coordinators will schedule the events and provide technical assistance to the program hosts.

Dissemination of the *Futures* Brochure

The ***Futures*** brochure is published under the auspices of the coordinating committee each year. ***Futures*** is designed to inform eighth grade students and their parents of the academic preparation necessary to enable students to be adequately prepared for college. This year the committee re-examined the dissemination of the brochure, its utilization in the schools, and the availability of supplementary materials.

The coordinating committee conducted a survey of principals to find out how ***Futures*** is used in the schools, what impact it has on students and parents, and how the committee can improve the content and distribution of the brochure. The results of this survey will be available in fall 1989. The findings will enable the committee to improve the document and strengthen its impact on the schools.

The committee took a number of steps to make schools more aware of material designed to complement the ***Futures*** publication. The California State University Chancellor's Office has produced videos in English and Spanish that highlight the brochure. The videos are informative, appealing to the eight grade age group, and presented with a multicultural cast of actors. Additionally, the Chancellors Office has published a ***Futures*** teacher's guide

and student workbook that contain related lesson plans for teachers and assignments for students. Finally, the Student Affirmative Action Program at CSU, Los Angeles has produced a Spanish translation of the ***Futures*** brochure which is available at CSU Student Affirmative Action Offices throughout the state. The committee took steps to make principals and counselors more aware of all these supplementary materials, and as a result, the use of these materials increased markedly.

Review of the Adequacy of Current Information

The Outreach and Student Preparation Committee considered various methods that could be employed to identify and assess the unmet needs of students and parents for college information. The committee eventually decided upon a "focus group" research project to accomplish this task. The project designed by the committee targets parents of students from ethnic groups underrepresented in California's institutions of higher education. This research project will assess the following:

- parental expectations of their children's educational attainment
- parental involvement in the educational decision making process
- parental perceptions about the effect that achievement level tracking has on their children
- parental awareness of college cost and availability of financial aid
- parental knowledge of the academic preparation necessary for their children's success in college
- identification of resources and individuals useful in providing information on college.

The ICC approved the proposal and directed the committee to proceed with the project in the fall of 1989.

Strengthening the Role of Schools

As a component of most of its other activities in 1988-89, the committee has pursued its fundamental interest in strengthening the role that schools play in improving college preparation and increasing the college-going rates of underrepresented students. Also, through its assistance to the AVID program, its involvement in Superintendent Honig's advisory committee, and its cooperation with the Achievement Council, the committee has supported efforts to strengthen the role of schools. Moreover, the committee has served as a forum for the educational segments to discuss ways in which such efforts could be encouraged and assisted by postsecondary institutions.

IV. PROPOSALS FOR 1989-90

The Outreach and Student Preparation Committee is proposing ten activities for its 1989-90 agenda. Those activities have been divided into two categories:

- Projects that have an impact on school practices related to student preparation
- Projects that emphasize the provision of information to students and parents

Student Preparation Initiatives and Projects

Proposed Activity 1: Intersegmental Assistance in School Improvement

The Legislature and professional educators have been devoting considerable attention to defining an appropriate state policy role in assisting public schools in improvement efforts. During 1989, a Task Force established pursuant to Assembly Bill 9 recommended procedures and criteria for identifying schools that consistently perform below expectations, in terms of student achievement and other indicators of educational effectiveness. There is also keen interest in various interventions to assist low-performing schools in overall improvement efforts as well as to assist other schools in more effectively preparing diverse populations of students for college. The ICC has requested the Outreach and Student Preparation Committee to develop a proposal that will help to further intersegmental collaboration in support of these school improvement efforts.

The committee proposes to establish a Task Group on Low-Performing Schools that will be charged with developing recommendations to the ICC on ways that the ICC can actively support school improvement processes. An initial activity of the Task Group and ICC staff will be to analyze the major efforts in the state to assist low-performing schools. Included in this analysis will be an examination of the current and potential role of postsecondary institutions in the intervention strategies. This initial phase of work will culminate in a report to the ICC in the spring of 1990, providing an overview of the intervention strategies.

The second phase of this effort will focus on the development of recommendations to strengthen intersegmental collaboration in existing school improvement strategies. In addition, the Task Group will recommend other actions that the ICC might consider in contributing to the educational effectiveness of the public schools.

Proposed Activity 2: Utilizing Student Performance Data Effectively

The effective utilization of student performance data is necessary to determine specific needs for school improvement. Currently each of the public postsecondary segments provides data on freshmen student performance to the high schools. The State Department of Education disseminates student performance reports to the schools as well. This information, however, is often not well circulated in schools and sometimes not well understood. The committee plans to form a Student Performance Data Task Force, coordinated with the Transfer and Articulation Committee, to develop strategies which will help schools make better use of student performance data that they receive from postsecondary institutions and the State Department of Education. The task force would begin by surveying a sample of high schools to find out how the data are being used and to elicit recommendations from school staff and faculty. The task force will also conduct a careful review of existing student performance reports from the segments to identify common data elements. After conducting these reviews, the task force will develop a brief report that will include a model which high schools could use to develop their own student performance reports based on data from postsecondary institutions and the State Department of Education. Such reports could then be used as a basis for school plans to improve student performance.

Proposed Activity 3: Intersegmental Identification of Effective Practices in Public Schools

In addition to its responsibility for oversight of specific programs in student preparation and outreach, the committee is interested in school-wide efforts to assist students in preparing academically and motivationally for higher education. In the long run, equal access to higher education will be achieved only if high quality curriculum, instruction, information, and support is available to all students, not just a select few. Accordingly, the committee is cooperating in a project planned by the State Department of Education to identify and convene representatives of the high schools which send the largest proportions of their Black and Chicano/Latino students to California's public four year universities. The purpose of the symposium will be to identify those educational practices which contribute to the relative success of the identified schools so that information about such practices can be disseminated.

The committee will assist the State Department of Education in designing a portion of the symposium which will address the ways in which postsecondary institutions have been or might be helpful in developing and disseminating effective practices that promote school-wide college preparatory efforts. ICC staff and members of the committee will also visit participating high schools.

The State Department of Education will prepare a report on the proceedings of the symposium. The committee will collaborate with the State Department of Education to develop a portion of the report, recommending to postsecondary institutions ways in which they may work jointly with schools in their service areas to help those schools adapt and implement effective practices in preparing students for higher education.

Proposed Activity 4: Profiles of Effective Schools

Based on the findings for proposed activity 3 (Intersegmental Identification of Effective Practices in Public Schools), the committee will develop a model report that profiles a school or several schools identified as having implemented effective practices that improve the academic preparation of underrepresented ethnic minority students. The school profile will include demographic and educational data; excerpts of interviews with students, parents, and faculty; documentation of accomplishments in school improvement; and details on the educational practices that have proven to be successful with students from low income and ethnically underrepresented backgrounds. This profile would be widely disseminated in order to encourage the replication of successful practices. If responses are positive, additional profiles will be considered.

Information Dissemination

Proposed Activity 5: Adequacy of Current Information on College Opportunities

Parents from ethnic groups that are underrepresented in higher education are central figures in the process of achieving educational equity in California. To the extent that parents of students from underrepresented ethnic groups are informed about college opportunities and the necessary academic preparation, they can be the most powerful allies in the educational establishment's effort to increase the representation of Blacks, Chicanos/Latinos and American Indians in institutions of higher education. In order to gain a better understanding of what these parents need to know and what educational institutions need to

do to inform parents, the committee has designed a "focus group" research project and follow up survey. Nine sites throughout the state have been selected to conduct focus group sessions. Three of the sites are schools with predominantly Black populations; three have predominantly Chicano/Latino populations; and three sites have predominantly American Indian populations. The follow-up survey to a larger group of parents will be conducted in order to obtain more generalized data on the ***Futures*** brochure and to assess parents' perspectives on the effectiveness of this publication as a means of informing students and parents about preparation for college. Information will also be gathered on the parents' perspectives on other outreach mechanisms, including the College Nights/Transfer Days programs. This effort will culminate in a report to the ICC, which will include recommendations on intersegmental efforts to provide information on college opportunities.

Proposed Activity 6: Outreach and Student Preparation Video

The committee plans to develop a detailed proposal for the production of a short video suitable for broadcast on television stations throughout the state. The video would be designed to appeal to a multicultural audience of students and parents. The purpose of this project would be to motivate underrepresented students and their parents to seek information on postsecondary opportunities and on necessary academic preparation for college. The video also would encourage parents to plan financially for their children's college education.

Proposed Activity 7: Coordination of Middle Grades Outreach and Reform Efforts

Among the outreach and student preparation activities assigned to the cluster committee for oversight are numerous efforts that focus on students in the middle grades (grades 6-8). Those intersegmental efforts designed specifically to provide information and support for college preparation to students in the middle grades include: ***Futures***, the College Readiness Program, and the UC Early Academic Outreach Program. Recently, some community colleges have also developed early outreach programs. Several other outreach and student preparation programs, although originally developed for secondary students, have components which are designed to assist middle grade students. Among this latter group are MESA, Cal SOAP, and University and College Opportunities Programs. The development of these activities and programs reflects the increasing recognition by policy makers and practitioners that effective college preparation of students, especially students from backgrounds historically underrepresented in higher education, must begin at the earliest possible time. Students and their parents need timely information about college opportunities and requirements in order to plan effectively for postsecondary education. Students also need access to high quality academic preparation and support so that they will be able to successfully complete college preparatory classes and college admissions tests in high school.

Evaluations of these middle grades assistance programs conducted by the individual segments and by the California Postsecondary Education Commission reveal promising results. Viewed collectively, these efforts define an important arena for intersegmental collaboration in the middle grades. Key areas for collaboration include: 1) information for students and parents; 2) academic and motivational support (e.g. tutors, college visits);

and, in some instances, 3) staff development for school personnel. Based on the preliminary positive findings, a number of these programs are seeking resources for expansion. In the long range planning of these programs and activities, it is imperative that all assistance efforts aimed at the middle grades be coordinated to ensure the integration of effective practices.

The public schools are currently engaged in a major reform of education in the middle grades. Launched in 1986 with publication of *Caught in the Middle*, the middle grades reform effort is promoting major improvements in the organization, curriculum, instruction and culture of California's middle schools. The centerpiece of this effort is the collaboration between the State Department of Education, various private foundations, and 120 middle schools throughout California to develop state-of-the-art middle schools as models. Among the major thrusts of this reform is providing access to an academically rigorous curriculum for all students.

The committee proposes to convene a Middle Grades Task Group to develop recommendations on improving coordination among the various outreach activities and reform efforts that focus on the middle grades. The Task Group will be comprised of members of the cluster committee and persons responsible for policy and long range planning of the various middle grade assistance efforts. Initial activities of the Task Group and ICC staff will include descriptions of the program components, the scope, and the strategic plans of middle grades assistance activities. An initial report on the status of these activities will be made to the ICC in March 1990. Subsequent activities of the Task Group will address long range planning and coordination of the various assistance activities culminating in recommendations to the ICC in July 1990. Key questions to be addressed will include the following: 1)How can efforts be coordinated to include the key programmatic elements of information, academic and motivational support, and staff development within individual schools? 2)How can postsecondary outreach programs be integrated with school-based efforts to prepare all students for college? 3)How should the expansion of early outreach activities by the three postsecondary segments be coordinated to best serve the needs of the middle schools? Should the ICC assist in providing this coordination?

Proposed Activity 8: Improvement in Effectiveness of *Futures*

The committee proposes a series of activities to increase the effectiveness of the booklet entitled ***Futures: Making High School Count,*** which is currently distributed by the ICC to every eighth grade student in California. Having completed an in-depth survey on the use of ***Futures*** in fifty middle or junior high schools, the committee intends to report to the ICC in the fall regarding the current use and effectiveness of the booklet. That report will include information on:

- opinions of school personnel regarding the usefulness of ***Futures***
- the extent to which existing supplementary materials are used, and the need for new or revised supplementary materials
- identification of gaps in the information on college preparation presented in ***Futures***
- effective strategies for utilization of the publication by school personnel

In addition, after studying the results of the survey, the committee may recommend changes to the text of ***Futures*** and may recommend ways to achieve more permanent funding.

The committee also will develop a report on the use of ***Futures*** for distribution to the school sites. This report will focus on effective practices and strategies developed by various schools and will be designed to serve as a guide for schools interested in improving their use of the booklet.

Proposed Activity 9: Coordination of College Nights/Transfer Days Programs

The committee will continue to review the policies that govern College Night/Transfer Day programs and through its subcommittee will consider whether current guidelines are sufficient or whether more specific standards should be mandated. The task force will also recommend ways in which the programs can more effectively serve students, parents, schools, and colleges, and ways to encourage greater participation by students and parents from low income or underrepresented ethnic backgrounds.

The ICC staff will oversee the work of the two regional College Nights/Transfer Days coordinators, who will be responsible for the actual scheduling of events.

Chapter 5

TRANSFER AND ARTICULATION

I. ROLE OF THE TRANSFER AND ARTICULATION COMMITTEE

The Transfer and Articulation Cluster Coordinating Committee serves as a forum for the review of policies and programs dealing with the transfer of students from community colleges to four year institutions and with the progress of students through the educational systems. The review of the Master Plan for Higher Education, first by an independent commission and then by a joint committee of the legislature, has focused a great deal of attention on transfer and articulation issues. Also, there has developed a clear consensus among educational leaders that the systems must cooperate more extensively in order to ensure the smooth progress of California's students from one educational level to another. The increased attention to issues of transfer and articulation and the increased emphasis on intersegmental cooperation have led to numerous proposals and new initiatives, some developed by the legislature, some by the segments or academic senates, and some by individual campuses. The committee has proven to be very useful in the communication and discussion of these ideas, issues and initiatives.

The committee is composed of faculty and administrators involved in the creation and implementation of educational policy in the area of transfer and articulation. It maintains communication with key groups concerned with issues in this area, such as the three statewide academic senates, the Intersegmental Committee of the Academic Senates, regional articulation organizations or consortia, and various intersegmental programs, such as the Transfer Center Project, the ASSIST Project and the California Articulation Number Project. Thus, the committee consults with a wide range of professionals interested in the improvement of transfer and articulation, and serves to strengthen communication among the various constituencies, promoting greater coordination and cooperation among these groups. Additionally, the committee serves to identify issues, conduct studies, and disseminate information related to transfer and articulation.

In the course of its work, the committee has received information and opinions from the field on a wide range of issues. This report reflects that assistance both in the activities of 1988-89 and in the proposed activities for 1989-90.

II. OVERVIEW OF INTERSEGMENTAL EFFORTS

The tripartite system of public higher education in California has long been recognized for its ability to serve a broad range of students. The transfer function is the cornerstone of the California educational system's guarantee of access to a baccalaureate degree for all qualified students. Such access depends on the ability of the educational institutions to move students through the system from kindergarten to college graduation.

In 1960 rapidly increasing enrollments and concerns about student access to baccalaureate granting institutions prompted the development of a Master Plan for Higher Education in California. That plan recommended that the public four-year segments decrease their lower division enrollments, developing an enrollment ratio of 60% upper division to 40% lower division students in order to accommodate increasing numbers of transfers from the community colleges and thereby provide more students access to a baccalaureate degree.

In accordance with the 1960 Master Plan, both the University of California and the California State University increased their enrollment of community college transfer students. However, despite increases in the college-going rates of ethnic minority students, these students remained seriously underrepresented in the community college transfer population and in all of higher education. Moreover, transfer rates for all students began to decline in the mid 1970's. To address this decline, as well as the problem of underrepresented ethnic minority students, educators developed a number of innovative programs, both statewide and regional, which were aimed at strengthening the transfer function and improving articulation.

Major Statewide Efforts

Transfer Centers The goal of the Transfer Center Project is to increase the overall transfer rate of students, particularly underrepresented ethnic minorities, by coordinating resources and services designed to facilitate the transfer process. This project was initiated in 1985 and is established at twenty sites, serving approximately 24,000 students annually. The project involves twenty community colleges, fourteen CSU campuses, eight UC campuses and two independent universities. A recent independent evaluation of the project found that the overall transfer rates to UC and CSU have improved at the twenty campuses with state funded Transfer Centers, and that the rates for Chicano/Latino and Asian students are higher at these campuses than at colleges without transfer centers.

The California Articulation Number (CAN) System In 1983 the State Legislature directed the California Postsecondary Education Commission to study the feasibility of a common course numbering system for public postsecondary institutions in California. The study recommended the implementation of the CAN system instead of common course numbering. Rather than requiring all institutions to use the same course numbers, CAN provides a cross-referenced course identification number for commonly taught, lower division, transferable courses. Under the CAN system, courses are evaluated for acceptance "in lieu of" other courses, not as direct equivalencies. CAN was established in 1985 and operates under the direction of an intersegmental advisory committee. The advisory committee initiates and reviews policy, establishes program goals, and monitors progress. Significant progress has been made in the implementation of CAN in the past four years. Over 3800 courses have been qualified by the 108 college and university campuses now participating. In the view of CAN staff, project activities have had a positive effect statewide in improving the understanding of articulation and in involving faculty more extensively in the articulation of curriculum. Faculty involvement in the CAN Project is expanding, due in part to the efforts of the Intersegmental Committee of the Academic Senates and to activities developed as Community College/CSU Joint Projects.

Articulation System Stimulating Interinstitutional Student Transfer (Project ASSIST) Project ASSIST was established in 1985 as part of the Transfer Center Project. ASSIST is a computer-based planning system designed to improve articulation and to reduce the complexity of information concerning transfer. The project has collected data, created formats to accommodate differences in articulation practices, developed software, and established project sites. This year ASSIST software has been redesigned and is now fully operational at several of the project sites. In these locations, counselors can use the system to display course requirements at various four year colleges and universities and to list community college courses required to meet those requirements.

Next year Project ASSIST plans to increase the number of sites, and redefine the region served by each site. Project ASSIST will also be implementing a new subsystem for articulation officers. Through the use of special software, this new system will enable articulation officers to communicate electronically among project sites.

2+2 and 2+2+2 Projects Since 1985 the Community College Board of Governors has identified high school articulation as an important part of its basic agenda. The community colleges have implemented two course and program articulation projects: The 2+2 Vocational Education Projects and the 2+2+2 Career Education Projects. These projects are designed to improve articulation in career and occupational areas. Both projects have served to enhance faculty to faculty communication, create a context in which faculty work together to improve student preparation, and involve faculty in staff development activities. The projects serve to formalize the articulation of secondary school curricula and to create clear educational pathways for students that enable them to move from one segment of education to the next highest level without duplication of effort.

The 2+2 projects, funded by federal grants and jointly administered by the State Department of Education and the California Community Colleges, are designed to articulate vocational programs between the two systems. The designation 2+2 refers to the last two years of a structured vocational program in the high school and the first two years in a community college competency-based program of instruction in the same curricular area.

The 2+2+2 articulation projects focus on career education curriculum leading to a baccalaureate degree. These state funded projects involve the last two years of the high school curriculum, the first two years of the community college curriculum, and the last two years of an upper division curriculum at a four year college or university. Seventeen projects are being funded in a wide variety of career related subject areas. Three new areas will be added this year, including projects in teacher preparation for underrepresented ethnic minority students.

Puente Project The Puente Project, which is co-sponsored by the California Community Colleges and the University of California, is designed to address the problems that Mexican American students experience in community college English courses. The Puente Project employs an innovative approach to teaching English composition and provides students with additional counseling services to assist them in the transfer process.

More than sixty faculty and counselors are participating in twenty Puente Projects at community college campuses throughout the state. Since 1982 over 1800 students have enrolled in Puente, with 83% successfully completing the developmental writing class and 72% completing English 1A. Studies indicate that the success rates for non-Puente Mexican American students in these writing courses are only 35% and 47% respectively.

California Community Colleges and the California State University Joint Faculty Projects The CCC and CSU have instituted regional, faculty-based joint projects to articulate content in baccalaureate level English,mathematics and critical thinking courses. The projects are also intended to further common practices in assessment and placement between California State University campuses and California Community Colleges. Thus far, eleven projects have been funded, and additional projects will be funded in the 1989-90 academic year.

Institutionally-Based and Regional Programs

Many of California's public universities have developed regional transfer and articulation programs with local community colleges. These programs are designed to motivate community college students to pursue the baccalaureate degree, strengthen students' academic preparation for upper division coursework and increase the transfer rate of underrepresented ethnic minority students.

Intersegmental coordination is the critical element in these regional transfer programs. Generally, in these programs four year institutions provide additional services to students from participating community colleges to assist them in the transfer process. Services commonly offered in the programs include admissions counseling, transcript evaluations, and, in some cases, transfer admissions agreements, which provide community college students with detailed information on course and grade point requirements for admission to specific four year institutions and majors.

In addition to such programs, there are a number of regional consortia designed to improve the transfer function through various kinds of collaborative efforts among institutions. These consortia have been very effective at bringing faculty and administrators from two and four year institutions together to discuss issues related to transfer, articulation, and student progress through the educational systems.

The initiatives described below are examples of the kinds of regional programs and consortia that have proven effective in strengthening the transfer function.

Transfer Opportunity Program UC Davis has joined with six northern California community college districts and twenty three campuses to form the Transfer Opportunity Program (TOP). This program is jointly funded by participating institutions and administered by an intersegmental steering committee. The program provides community colleges with a transfer advisor from UC Davis, who works with counselors and students at the participating community college campuses. The advisor serves as a liaison to counselors and provides students with information regarding admissions and graduation requirements. TOP offers transfer admissions agreements, which guarantee students admission to specific UC Davis programs if they meet the course and grade point requirements set forth in the agreement.

Transfer Alliance Program UCLA has entered into a partnership with twelve community college campuses in southern California in the Transfer Alliance Program (TAP). This program emphasizes the building of interinstitutional relationships. A bilateral agreement between UCLA and the participating community colleges serves as the basis of the TAP partnership. Each participating community college has a three member team which includes an administrator, a faculty member, and a counselor. The teams from the colleges meet on a regular basis with UCLA program staff from the Office of Academic Interinstitutional Programs to discuss operational issues, monitor program results, and plan the future

direction of the program. Each participating community college site is coordinated by a faculty member. The college agrees to serve at least 50 students who meet program eligibility requirements. The student participants agree to meet regularly with their community college counselors and to take a number of "enriched" courses at the community college that emphasize library research and critical thinking skills. This summer an evaluation of TAP found that students involved in the program achieved university eligibility at a higher rate than the statewide average and that those who enrolled at UCLA were more successful in their upper division coursework. TAP offers a regional model for interinstitutional transfer student program development that includes not only increasing the number of students who transfer, but the retention of those students at the receiving institution.

Tri-Valley Alliance The Tri-Valley Alliance is a regional intersegmental consortium comprised of eleven community colleges, two independent institutions, and California State University, Northridge. The Alliance fosters intersegmental collaboration among member institutions through monthly meetings of Chief Academic Officers and quarterly meetings of Vice Presidents and/or Deans of Instruction. Members of the Alliance discuss articulation, general education, outreach activities, and strategies to improve transfer rates and the retention of students once they transfer. Each year the Alliance sponsors a regional conference, which provides faculty the opportunity to discuss lower division equivalencies, course syllabi, textbooks, tests, and assignments.

South Coast Higher Education Council The South Coast Higher Education Council (SCHEC) is an intersegmental consortium of nineteen postsecondary institutions in Los Angeles and Orange Counties that meets quarterly to discuss a variety of issues including articulation and transfer. Each spring SCHEC sponsors an intersegmental conference for secondary school principals and counselors. SCHEC also publishes an "Articulation Grid" which shows course equivalencies between local community colleges and four year institutions. SCHEC representatives from four year institutions also coordinate transfer day programs at member community colleges to assist students who wish to transfer.

Northern California Higher Education Council The Northern California Higher Education Council (NCHEC) is a regional intersegmental organization in northeastern California that promotes quality education and facilitates regional planning among postsecondary institutions. In order to achieve these goals, NCHEC's organizational structure includes an Executive Committee comprised of Deans of Instruction from member community colleges and Deans of Continuing Education from four year institutions. In addition, the Presidents of each college or university serve as the NCHEC Policy Board. Representatives of the ten institutions in NCHEC coordinate recruitment and articulation activities within their region and cooperate on a variety of special projects designed to meet the particular needs of students in their area. NCHEC also seeks funding for their intersegmental activities through private foundations and state and federal agencies.

Trends and Developments

A number of recent trends and developments will affect the practices of educational institutions as they work toward strengthening transfer and articulation in the 1990's. The ICC, the California Postsecondary Education Commission, and the segments of education in California have all recognized that better data on transfer students are necessary and that new methods of collecting and transmitting data are needed. The report of the Joint

Committee for Review of the Master Plan has recommended the expansion of transfer admission agreements so that each community college would have agreements with five California State University and three University of California campuses. New pathways for baccalaureate degrees will be created through 2+2+2 career education programs. CAN and Project ASSIST will continue to improve the articulation process and encourage further articulation efforts.

The rapidly changing demographics of California and the resulting changes in public school and community college enrollments require new efforts to facilitate and encourage student progress through the educational systems. Indeed, educational equity goals will only be achieved if institutions are able to adapt their policies and practices to fit the needs of a changing student population. The educational systems are meeting this challenge with a broad range of programs and activities, and these efforts will continue to develop in the next decade.

III. REPORT ON 1988-89 ACTIVITIES

Community College Underrepresented Minority Student Transfer Programs

A subcommittee developed a survey of community college programs that encourage the transfer of ethnic minority students to four year institutions. Representatives from the Community College Chancellor's Office identified this project as one of particular interest to their segment and allocated funds to contract with consultants from Rancho Santiago College to conduct the survey of these programs. A report, scheduled for completion in fall 1989, will provide information on the programs identified by the community colleges and also describe programs considered by the subcommittee as particularly innovative or effective.

After reviewing the survey data, the committee will consider further study of community college programs or of UC and CSU programs to assist underrepresented transfer students.

Intersegmental Transfer and Articulation Projects

The committee has been actively involved in projects designed to strengthen articulation statewide. In this regard, a central focus of the cluster has been to promote the development and implementation of such intersegmental articulation programs as the California Articulation Number system (CAN), the Articulation System Stimulating Institutional Student Transfer (ASSIST), and the Transfer Center Project.

CAN The committee supported CAN implementation by encouraging greater faculty involvement. Academic senate representatives on the committee helped to promote the support of the three postsecondary academic senates and of the Intersegmental Committee of the Academic Senates in initiatives which strengthen CAN implementation. Faculty representatives, for example, drafted a resolution, passed by the Intersegmental Committee of the Academic Senates, endorsing measures to implement CAN. As a result, a recommendation that CAN designations be placed on official student transcripts is being forwarded from the

Intersegmental Committee of the Academic Senates to the segments. The Intersegmental Committee of the Academic Senates is also forming faculty committees in six academic disciplines to draft course descriptions for CAN courses.

Project ASSIST The committee has monitored the progress of ASSIST throughout the year and has encouraged its development and implementation. Project ASSIST is administered by the University of California Office of the President and maintains an intersegmental advisory board known as the ASSIST Coordinating Council, which includes several members of the Transfer and Articulation Committee. In 1988-89, eight University of California campuses, ten California State University campuses and fifteen community college campuses participated in Project ASSIST. There is growing interest among other campuses, and an independent evaluation of ASSIST has recommended expansion of the project. The ASSIST Coordinating Council is developing a proposal process which will help ensure a more structured and coordinated implementation.

Transfer Center Project The Transfer and Articulation Committee has monitored the progress and activities of the Transfer Center Project throughout the year. Because the directors of these centers are so involved in efforts to increase the numbers of students who transfer, the committee has found them particularly helpful in the planning and implementation of committee activities, including the Transfer and Articulation Conference. An evaluation of the Transfer Center Project completed in August 1989 recommends expansion of the project, and also recommends specific steps for increasing its effectiveness. The committee will monitor implementation of these recommendations over the next year and will continue to discuss the role of the Transfer Centers in improving the low rates of transfer to four year institutions among underrepresented ethnic minority students.

Intersegmental Regional Counselor Conferences

The committee investigated the feasibility of hosting regional intersegmental conferences which would bring together faculty, academic counselors, articulation officers, and admissions officers to discuss academic counseling in both secondary schools and postsecondary institutions. However, both the University of California and the California State University annually host regional counselor conferences designed to provide information specific to their respective institutions, and the committee determined that the objectives of each segment make it difficult to design a useful conference with a more general, intersegmental focus.

Counselor Institutes

Following the model used in the curriculum consultant project, the committee developed a proposal for a regional institute, involving both secondary and postsecondary counselors and advisors. The purpose of such an institute would be to create a regional intersegmental plan for the improvement of academic counseling and the articulation of counseling and guidance services. Committee members have selected the Richmond Unified School District as the site for this project, and a subcommittee is working with local institutions to implement the project in 1989-90.

Research Data

The availability of accurate data is essential in the development of educational policy to improve the transfer function in California. The committee intended to join the California Postsecondary Education Commission's effort to establish a Comprehensive Student Information System, and to work with CPEC's advisory committee. However, the lack of funding to develop such a system has forestalled any activity.

The Community Colleges Chancellor's Office staff presented a draft report to the committee, identifying a series of data elements that would enhance the ability of the postsecondary segments to collaborate in the provision of services to students both before and after they transfer. The committee will continue to review the community college recommendations and attempt to reach consensus on research data needs.

Information Dissemination

In order to provide greater access to information on policies and practices related to transfer and articulation, the committee sponsored a statewide conference for staff and faculty in the spring of 1989. Over 450 participants from all the educational segments attended this conference, which focused on transfer, articulation, and student progress issues raised by the report of the Legislature's Joint Committee for the Review of the Master Plan. Conference evaluations showed that 89% of the respondents found the conference either useful or extremely useful in providing information necessary to their professional assignments.

The Directory of Articulation and Transfer Personnel and the Handbook of Articulation Policies and Procedures, produced by the committee this year, also provided professionals in the field with information needed to assist students preparing to transfer. The *Directory,* which is sent to school, college and university personnel throughout the state, is published annually. The *Handbook* will be revised only when policy changes require it. The committee is also considering other publications and has recommended the creation of a transfer publication subcommittee, which would explore the development of intersegmental transfer publications for students and would coordinate the information that each segment produces on transfer.

Statement of Articulation Principles

The Transfer and Articulation Committee has developed a statement of articulation principles as a guide to strengthen articulation among postsecondary institutions and improve the transition of students from the community colleges to four year institutions.

To facilitate student progress through the educational systems, the Statement of Articulation Principles recommends that California colleges and universities :

- recognize articulation as an integral part of the transfer function and a systemwide and campuswide responsibility requiring commitment from key administrators and academic senate leadership;

- maintain at the system and campus levels clearly articulated policies on course transferability, courses to be applied to the major, and courses to be used for satisfaction of general education requirements.

- maintain and regularly update written procedures to implement and support course articulation;
- foster and support faculty-to-faculty dialogue on matters affecting articulation, such as definition of baccalaureate courses, general education requirements, and pre-major preparation;
- ensure that counselors, outreach personnel, and appropriate academic support service staff are informed about current articulation policies and procedures, as well as emerging proposals for articulation and course requirements;
- develop and maintain an information system capable of keeping articulation current and readily available to counselors, students, articulation personnel, faculty, and others within and outside the institution;
- conduct periodic research studies on articulation issues, such as the consistency among institutions of articulation procedures, course availability, and pre-major preparation;
- provide adequate support for activities that foster interinstitutional or intersegmental coordination in articulation.

IV. PROPOSALS FOR 1989-90

Proposed Activity 1: Underrepresented Student Participation in Postsecondary Education

Underrepresented ethnic minority students who have participated in pre-collegiate outreach and student preparation programs, such as Early Academic Outreach (UC), the College Readiness Program (CSU), or Junior MESA, often enroll after high school in community colleges rather than baccalaureate level institutions. Because these students have been identified as having potential for university level work, it is important that better linkages be established to monitor and encourage their progress toward a bachelor's degree.

Some programs already exist in community college which can contribute to this effort. However, there is insufficient information on community college programs designed specifically to identify, encourage and assist these students. To address this need, in 1988-89 the cluster conducted the Underrepresented Ethnic Minority Program study, which included a survey of community college activities. The results of this survey are currently being analyzed and will be available soon.

In 1989-90 the cluster will review these findings, develop an intersegmental plan to follow the progress of these students, and recommend to the segments steps to help "seal the pipeline" by ensuring that these students are provided with the services necessary to help them achieve their educational objectives.

Proposed Activity 2: Transfer Agreements

In a number of regions of the state, two year and four year institutions have established transfer agreements. Many other institutions are considering the implementation of such agreements as a means of facilitating the successful transfer of greater numbers of students. In order to assist institutions interested in establishing agreements, the committee will undertake the following activities:

- A comprehensive review of the characteristics and outcomes of existing transfer agreements throughout the state;
- The development of a matrix of existing transfer and articulation programs by region;
- The identification of the common elements of transfer agreement programs;
- The identification of staff and faculty with expertise in the development of successful transfer agreements, who would be available upon request to assist in the development of new agreements;
- A workshop at the transfer and articulation conference to share information on existing transfer agreement programs and to assist in the development of new programs.

Proposed Activity 3: Data Needed for Increasing Student Transfer

Current programs to improve the transfer rate of community college students have been instituted without comprehensive data on the pool of potential transfers, the rate at which potential transfers apply and are admitted to four year programs, or the success rate of these students after transfer. Examples of data needed include student aspirations, student planning for transfer, course-taking patterns, persistence term to term, levels of preparation and achievement, numbers of units earned, and application, enrollment, and graduation rates. Such information would help to focus efforts and identify problems in the transfer process. The committee proposes to establish a task force to define data elements needed to strengthen programs designed to encourage and support transfer, especially among ethnic minority students. Some sampling of the transfer pool may be conducted. This project will be designed to complement and supplement CPEC's data gathering efforts in this area.

Proposed Activity 4: Transfer and Articulation Conference

The committee will sponsor a two-day statewide conference which will focus on the activities undertaken by the committee during the 1989-90 academic year.

The theme for the first day of the conference will be Regional Transfer Partnerships. The format for that day will include a working seminar highlighting both regional partnerships designed to facilitate the transfer of community college students to four year institutions and partnerships designed to improve course articulation among institutions. Special emphasis will be placed on partnerships that focus on increasing the transfer rate of underrepresented ethnic minority students.

Schools and colleges will be encouraged to attend this conference in teams composed of key faculty and administrators, articulation officers, academic counselors and advisors, and outreach personnel. Vice Presidents/Chancellors for Academic Affairs and faculty who teach general education courses will also be encouraged to attend. The goal of the first day of the conference is to assist campuses and regions in the development of regional strategies to increase the number of successful transfer students who are from underrepresented ethnic minority groups.

The agenda for the second day of the conference will include a wide range of topics, including discussions of particular programs such as Transfer Centers, ASSIST, CAN, joint projects, 2+ 2 + 2, strategies for encouraging underrepresented students to transfer, and a review of segmental initiatives and outcomes in transfer and articulation.

Proposed Activity 5: A Model for Strengthening Academic Counseling and Advising

The committee proposes to develop an intersegmental pilot project aimed at the improvement of academic counseling and advising. Participants in this project will include counselors from the Richmond Unified School District, along with student support personnel, and academic advisors from neighboring postsecondary institutions. The project will attempt to improve the linkage of counseling and guidance services in elementary schools, middle schools, and high schools so that students receive effective academic counseling and assistance as they move from one level to another. Postsecondary institutions that operate outreach programs in the district will be part of the project, and their services will be included in the plan developed in collaboration with the school district.

The counseling and advising plan and will be developed through a two-day institute at which a regional partnership will be formed to implement the plan and to ensure the maintenance of the strengthened academic advisement practices which form the basis of the project. This pilot project is designed to serve as a catalyst to strengthen academic advisement within a specific region and also to create a model which could be implemented statewide.

Proposed Activity 6: Publications

The committee will distribute its newly revised *Handbook of California Articulation Policies and Procedures*. It will also update the *Directory of Articulation and Transfer Personnel,* which is published yearly and sent to over 3,200 school, college, and university personnel across the state. The committee will also consider revising and updating the *Directory of Intersegmental Programs and Regional Consortia* published last in 1986. The Transfer and Articulation Committee would like to undertake this revision in conjunction with other cluster committees. The Transfer and Articulation Committee believes that this directory provides a valuable overview of intersegmental activity and encourages the further development of intersegmental cooperation at the local level.

Proposed Activity 7: Intersegmental Transfer and Articulation Projects

The Transfer and Articulation Committee will continue to monitor and encourage the development of the major intersegmental transfer and articulation projects: the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the California

Articulation Number System (CAN), and the Transfer Center Project. Each project is administered by one of the public postsecondary segments, and each has its own intersegmental advisory committee. However, the committee has an important role to play in disseminating information about the projects, in facilitating their development, and in linking them together as part of a coordinated statewide approach.

Proposed Activity 8: Electronic Transfer of Educational Information

The committee recognizes the growing use of computers by educational institutions and the need to establish an effective intra/intersegmental communication process. The committee also recognizes the importance of having accurate up-to-date student information which can be easily collected, stored, and shared within the host campus and with other agencies and segments. The committee believes that the use of computers for gathering and transmitting educational data will improve the ability of all institutions to serve their students.

Therefore, the committee proposes to encourage the development of a process for electronic transmittal of educational information among educational institutions. The committee will work closely with admissions officers and other campus personnel in an effort to 1) identify common data elements; 2) establish common definitions; 3) seek agreement on the data format; and 4) develop an implementation and monitoring process.

Proposed Activity 9: Transfer of ESL Courses and Credit by Assessment

The report prepared by the Curriculum and Assessment Committee entitled *California's Limited English Language Students: An Intersegmental Agenda,* outlined the difficulties faced by limited English students who have to spend considerable time in ESL courses that do not count toward a degree goal. The report encouraged the ICC to consider ways to minimize delays for these students.

Following the recommendations of the report, the Transfer and Articulation Committee proposes to monitor the progress of articulation and transfer of ESL courses. The committee will also review the recommendations of the CSU Work group on English as a Second Language that are relevant to the articulation and transferability of courses, and will investigate ways in which credit by assessment for native language proficiency could be articulated.

Chapter 6

REPORT OF THE INTERSEGMENTAL COMMITTEE OF THE ACADEMIC SENATES

The Intersegmental Committee of the Academic Senates met eight times during the academic year 1988-1989. The preparation of statements of competencies expected of high school graduates was on the agenda for discussion and action at all meetings. A procedure for synchronizing their preparation with the drafting of curriculum frameworks by the State Department of Education also was devised.

The design of a general education transfer curriculum was another activity which occupied the Intersegmental Committee. Additional topics related to the transfer function included general education reciprocity between UC and CSU, certification of General Education courses, a preparatory curriculum in biology, high-prerequisite majors, determination of what constitutes baccalaureate-level courses, and the California Articulation Number system. The Committee developed a statement of its relationship to the Intersegmental Coordinating Council and the California Education Round Table as well as a policy for communicating with those organizations and with the State Department of Education.

Competency Statements

Mathematics: The Mathematics Competency Statement was approved by the Intersegmental Committee and the Round Table. The statement now is being printed and will soon be available for dissemination.

Visual and Performing Arts: This competency statement was approved by the Committee. The process of review is under way by each of the Senates; final approval is anticipated in fall 1989, after which it will be submitted to the Round Table.

History-Social Science: This statement continues to undergo review and revision.

English: The Intersegmental Committee will consider a final draft of this statement in fall, 1989.

Humanities: A chair was appointed this year, a preliminary statement was sketched and the drafting committee discussed its approach with the Intersegmental Committee. A report is anticipated next fall. At present the State Department of Education does not intend to prepare a curriculum framework in this area.

Foreign Language–Phase II: A subcommittee was appointed to study and recommend to the Committee whether a competency statement in additional languages beyond those included in the Phase I statement (French, German and Spanish) should be drafted and if so, what languages would be included. The Committee accepted the subcommittee's recommendation that statements be prepared for Japanese, Chinese/Mandarin and Russian.

Science: A competency statement in natural science was prepared, approved by the Intersegmental Committee and the segmental Academic Senates and printed in 1985. Copies were disseminated to schools and colleges across the state. The State Department of Education is now in the process of drafting a new curriculum framework in science. A subcommittee of the Intersegmental Committee has been appointed to review the 1985 competency statement and will report to the Intersegmental Committee next fall. At that time it will be decided whether the original competency statement is still satisfactory or needs revision.

The Intersegmental Committee developed and adopted both a policy for the preparation of future competency statements and a procedure for synchronization of the preparation of competency statements with the development of the State Department of Education curriculum frameworks.

The Transfer Function

The intersegmental Committee devoted much of its time to discussion and action aimed at improving the ability of students to transfer among and between the institutions of public higher education.

General Education Transfer Curriculum: Last year, on February 29, 1988, the Intersegmental Committee approved a General Education Transfer Curriculum, consisting of 31 semester units of common requirements. That curriculum also included three semester units which were system-specific for UC (English composition, mathematics, or foreign language) and six system-specific for CSU (oral communication and critical thinking).

In an attempt to reconcile the differences between the UC and CSU system-specific patterns, the Intersegmental Committee adopted a 37-unit program on March 24, 1989. This General Education Transfer Curriculum consists of the following:

- English Communication
  (3 courses; 9 semesters, 12-15 quarter units)

  Courses in critical thinking and oral communication meet the second English requirement at UC provided that (1) written composition is a prerequisite to courses in oral communication and critical thinking and (2) written work is evaluated for both composition and discipline content.

- Mathematical Concepts and Quantitative Reasoning
  (1 course; 3 semesters, 4-5 quarter units)

- Arts and Humanities
  (at least 3 courses; 9 semesters, 12-15 quarter units)

- Social and Behavioral Sciences
  (at least 3 courses; 9 semesters, 12-15 quarter units)

  Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement or the UC American History and Institutions requirement may not be counted in this area.

- Physical and Biological Sciences
  (at least 2 courses; 7-9 semesters, 9-12 quarter units)

  One course in each area, at least one of which incorporates a laboratory.

- Other

  Language Other Than English

  Proficiency equivalent to two years of high school study in a language other than English.

The Intersegmental Committee appointed a subcommittee to draft a statement to guide students transferring into high-prerequisite majors. Ultimately, the Intersegmental Committee determined that a single policy could not be devised, and it decided not to attempt to identify high-prerequisite majors. Instead, on June 23, 1989, the March 1989 version of the General Education Transfer Curriculum was further modified to provide for unlimited double-counting of lower division courses required for a major and general education as a way of accommodating transfer students in high-prerequisite majors.

Preparatory curriculum in biology: An intersegmentally recommended preparatory curriculum in biology has been under preparation for over two years. A subcommittee of the Intersegmental Committee has submitted a proposal. However, representatives from CSU and the community colleges requested time for further consultation with biology instructors in their segments. Therefore, consideration of the proposal was postponed until the 1989-90 academic year.

Baccalaureate-level courses: A document attempting to define baccalaureate-level courses was prepared several years ago and accepted by CSU and the community colleges. UC was asked to review it. The UC Academic Council did not approve the statement, so a subcommittee was appointed to draft a new statement. When the Intersegmental Committee discussed its report in June, the report was tabled until next year.

California Articulation Number System (CAN): Reluctance within the four-year segments of higher education, especially UC, to assign CAN designators because of concerns over what some consider "blind articulation" has slowed implementation of the CAN. In order to encourage the further implementation of CAN, the Intersegmental Committee formally endorsed the system. It recommended the development of brief content descriptions of individual courses within six to eight disciplinary areas to encourage institutions to assign CAN designators. Each segment has been asked to appoint professors within these disciplines to drafting committees and report those appointments directly to the CAN Coordinating Committee Office, which will support the process of drafting these course content descriptions. The Intersegmental Committee also supported the inclusion of CAN designators on transcripts.

In other business of the Committee, support was expressed for the Curriculum Consultant Project, and a statement was developed defining the evolving relationship between the Intersegmental Committee and the Intersegmental Coordinating Council and the California Education Round Table. A proposal for an intersegmental great teachers seminar was discussed, and a pilot seminar was supported by the CSU and the community colleges. Thirty five CSU and community college faculty from a variety of disciplines attended the Intersegmental Faculty Seminar, which focused on the teaching of lower division general education.

The Intersegmental Committee invited the Director of the California Compact to discuss its program of building nationwide support for student community service. The Intersegmental Committee recommended to the segmental Senates consideration of California Compact programs, with the suggestions that such programs should be voluntary, student volunteer activity should have academic value, and faculty should participate in the development of such programs.

Additionally, the Intersegmental Committee unanimously approved a resolution supporting "action to modify constitutional limitations on overall state spending and on the allocation of state funds that will secure for the Governor and the Legislature the capacity to fund public higher education to meet the long-range planning goals of the three public postsecondary segments so as to maintain the quality of their programs and continue to provide access to eligible students."

Chapter 7

INTERSEGMENTAL BUDGET TASK FORCE

Over the last several years, cooperation among the public segments of California education has expanded substantially. It has emerged from the growing recognition among the segments of the need for greater access to the full range of educational opportunities for more students, particularly those from underrepresented minority groups. Changing characteristics of California's population and economy have accentuated the fact that a quality education, including a college education and even graduate education, is essential for all citizens and is necessary for the state's well-being.

Intersegmental activities during the past several years have thus focused extensively on motivating and preparing K-12 students to attend college; assisting community college students to transfer more easily to the senior segments; and improving the quality of teaching and curricula. Paralleling the proliferation of partnership programs among segments has been the inauguration of voluntary intersegmental organizations to monitor current efforts, to identify unmet needs, to develop long-range plans, and to set priorities in order to make the most effective use of limited state resources in these efforts. Two primary organizations are responsible for coordinating intersegmental efforts. The first, the California Education Round Table, a voluntary group, has emerged as the principal authority and policy-making body; it now works through the Intersegmental Coordinating Council (ICC), to ensure intersegmental oversight and coordination. The detail work for these tasks is carried out by "cluster committees" composed of segmental representatives. The second major group involved in coordination and oversight of intersegmental activities is the Intersegmental Budget Task Force (formerly known as the Joint Task Force on Planning and Coordination of Outreach and Student Preparation Programs). Composed of senior policy and budget representatives of the four public education segments, this group is responsible for reviewing segmental priorities for intersegmental activities and for developing the annual intersegmental budget proposal, with advice from the Round Table and the ICC.

Thus, there are two routes by which unmet needs are identified and proposals for new programs and policies are generated. Each year the recommendations of the ICC's cluster committees are directed to the ICC, whose membership overlaps with the policy representatives of the Budget Task Force. These segmental representatives also receive recommendations from within their individual segments prompted by campus and statewide discussions. The members of the Task Force must then reconcile the spectrum of program proposals with budget realities. After a careful review of needs and priorities for intersegmental activities, the Intersegmental Budget Task Force prepares an intersegmental budget request. This year, the Intersegmental Budget Proposal addresses four important aspects of intersegmental cooperation: (1) student outreach and preparation; (2) transfer and articulation; (3) improvement of teaching and curriculum; and (4) state intersegmental administrative operations. Within each of these categories, proposals for augmentations to existing programs and for new programs target identified areas of need. The proposals for 1990-91 may be briefly summarized through reference to these categories.

Student Outreach and Preparation activities focus on motivating underrepresented minority students to attend college and helping them to qualify for admission. This is seen as the beginning of a "pipeline" that moves such students into the professional and economic mainstream. Successes in this area have directed segments' attention to other pipeline needs: outreach to underserved populations, particularly those in rural areas and migrants, and outreach to encourage California undergraduates to attend graduate school. Thus, requests in this area propose to expand successful outreach programs to K-12 students; to involve the community colleges more directly in outreach and student preparation activities; and to initiate a new program to motivate and prepare California State University undergraduates for graduate school at the University of California.

Transfer and Articulation activities focus on facilitating transfer for community college students to the senior segments. Proposals in this area are directed to two areas of need: (a) providing better information to transfer students and helping them transfer; and (b) improving the "articulation process," i.e., the process of developing agreements between university and community college campuses about which community college courses qualify for transfer.

Improvement of Teaching and Curriculum activities address the issue of quality of education. Three related areas are targeted by requests in this category. Two areas have to do with staff development. One focuses on the improvement of teacher preparation programs. The other focuses on the professional development of experienced teachers. The third target area is curriculum. Requests in this area propose ways to strengthen K-12 and community college curricula.

The final category for the 1990-91 Intersegmental Budget Proposal does not directly address educational needs. Rather, State Intersegmental Administrative Operations involves a specific request by the community colleges for sufficient funding to participate equally with the other segments in statewide intersegmental organizations such as the Round Table, the ICC, and the Intersegmental Budget Task Force, and to share support of intersegmental activities. It is prompted by the differing budget processes of this segment.

The individual proposals are carried in segmental budget requests; however, each proposal reflects the collaboration of two or more segments. It should also be noted that the proposals, taken together, represent more than this year's priorities and needs. The successes enjoyed by the continuing projects for which augmentations are being requested, coupled with increased intersegmental cooperation over the past several years, has permitted the segments to develop long-range plans this year for the gradual expansion of their intersegmental activities. This proposal thus solidifies the intersegmental planning process as it establishes bench marks and goals for targeting expansion of successful programs. The issue still remaining is the achievement of funding success with the legislature and the governor.

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JUL 12 1990